

The Magazine of Better School Administration

THE Nation's Schools

A Living Laboratory To Improve Small High Schools

Letter From a World Traveler

Pay-As-You-Go Plan To Finance School Building

Versatile Building Material for Modern Design

A.A.S.A. Enjoys Creative Arts

Four Days in San Francisco With National School Boards

High School Principals Look at Education Aims

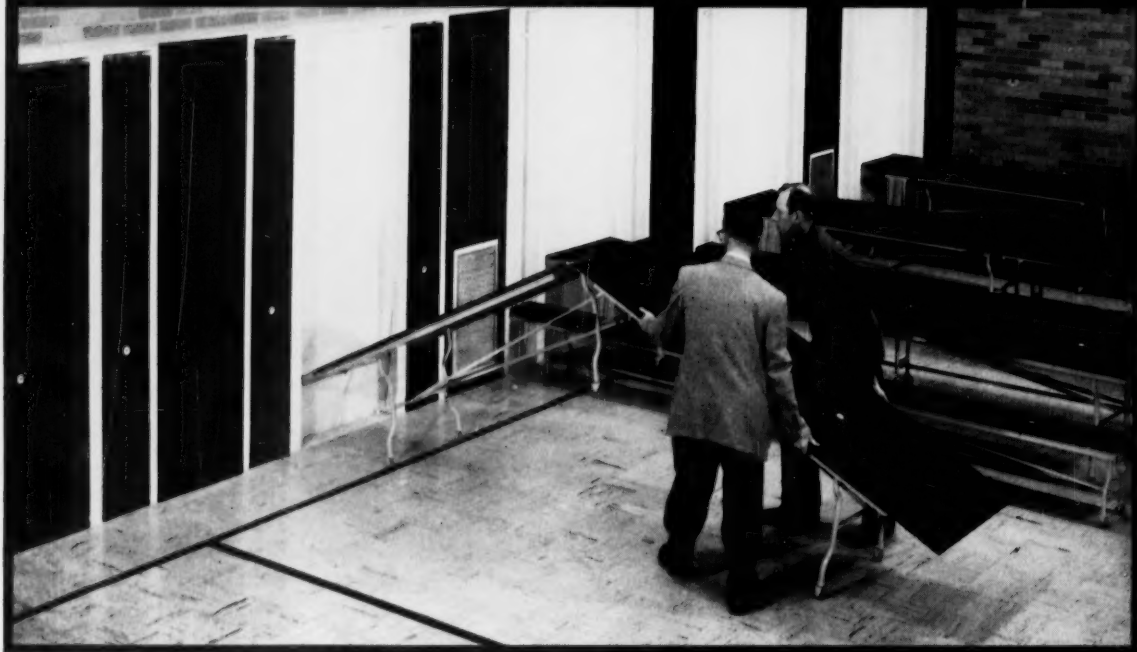
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MARCH



ATLANTIC CITY BOARDWALK: Scene of A.A.S.A. meeting

Textolite Ideas



Cafeteria tables surfaced with rich Textolite woodgrain pattern fold into walls and double as wall paneling when not in use. Cleared space can be used as basketball court or meeting room.

Chosen for "high wear" areas in two new Utica, Michigan, schools . . .

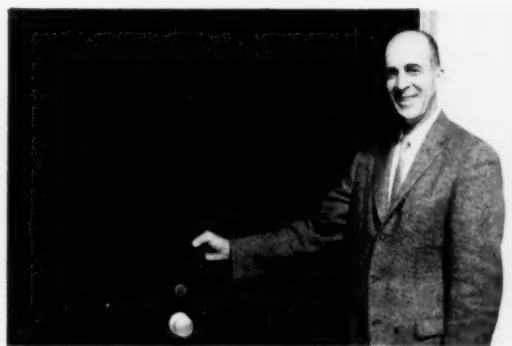
General Electric Textolite[®] surfacing used on tables that double as walls

One way these two new elementary schools get the most for their budgeted dollars is to use a multi-purpose area for gymnasium, cafeteria, and community meeting room. So much activity called for a wall surfacing that would be both attractive and long-wearing . . . and need only a minimum of upkeep.

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On doors, too. Superintendent Fred Atkinson likes the color Textolite surfaced doors add to the schools. Both of these new schools were designed by Smith and Smith, Architects, A.I.A., Royal Oak and Iron Mountain, Michigan.

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UTILITY TAKES BOLD FORWARD STRIDE

• Located in an expertly landscaped 28-acre park bordering the cascading, power-producing Spokane River, is the new Headquarters Office and related service facilities of the largest private electric utility in the Pacific Northwest. These new structures, which replace aging buildings strewn about Spokane, are close to the center of the company's ten scattered power dams. The main building in the \$7.6-million group is a 5-story building enclosing offices by double glazing and blue glass spandrels. A glassed-in corridor connects this building and a large auditorium equip-

ped with 300 seats. Adjoining it is a large cafeteria, private dining rooms and long lounge areas. On the opposite side of the office building, another corridor leads to the huge Central Service Building. From these buildings, where efficiency prevails, workers enjoy long scenic views up and down the winding river. The handsome buildings in Spokane's biggest and most distinguished post-war project are ultramodern outside and inside, and are completely equipped with SLOAN *Flush VALVES*, famous for efficiency, durability and economy.

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MILDRED WHITCOMB

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Editorial and Publishing Offices: 919 N. Michigan Ave., Chicago 11, Ill.

Eastern Office: 119 W. 40th St., New York 18, N. Y.

Cleveland Advertising Office: 19030 Westlake Road, Cleveland 16, Ohio

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THE Nation's Schools

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Published monthly by The Modern Hospital Publishing Company, Inc. (subsidiary of F. W. Dodge Corporation), 919 North Michigan, Chicago 11, Ill., U.S.A. Howard Barringer, president; Robert F. Marshall, executive vice president; Robert M. Cunningham Jr., vice president and editorial director; H. Judd Payne, vice president; J. W. Cannon Jr., assistant vice president; Stanley R. Clague, secretary; John P. McDermott, treasurer. Subscriptions, 1 year, \$4; 2 years, \$6. Outside U.S., U.S.P., Canada, 1 year, \$6; 2 years, \$10. Current copies, \$1 each. Member, Audit Bureau of Circulations; Associated Business Publications; Educational Press Association of America; Microfilms, University Microfilms, 313 N. First St., Ann Arbor, Mich. Second-class postage paid at Chicago, Ill., and at additional mailing office. Published on the 20th of the month preceding the date of issue. Allow 30 days in advance of publication date for change of address.

Change of address notices, undeliverable copies, and subscription orders should be sent to: THE NATION'S SCHOOLS, Circulation Department, 919 North Michigan Avenue, Chicago 11, Ill.

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Letters to the Editor

Disagrees With Fischer on Purpose of Education

Dear Editor:

I have read with great interest the article of John H. Fischer in the January 1959 issue of *The Nation's Schools*, concerning the purpose of education in our public schools. Dr. Fischer is both a lucid writer and speaker, and I know that his views command attention in our profession.

It is difficult for me to accept Dr. Fischer's views when he states: "But always, the major purpose of education should be kept clear. In the school's hierarchy of values, distinguished intellectual and scholarly attainment within a framework of moral responsibility should occupy the leading position. Honest effort is to be respected, wherever it is found, but, since the institution concerned here is a school, the highest praise should be reserved for that salutary combination

of ability and effort that results in excellent scholarship."

While I may not interpret correctly Dr. Fischer's views — and I admit that the above statement has been taken partially out of context — it is my belief that the statement does our public schools a great disservice. Many educators, I fear, will misunderstand it as will many school board members who read your publication. This purpose of education sounds far, far too much like the European class philosophy of an education for the elite only.

Why can't we say simply that the purpose of American education in our free, tax supported public schools is to provide the best possible education for every child regardless of ability or color. Our concern is with the dignity and worth of every human being. This should be the primary purpose of our schools. No other purpose is so worthy of our democratic heritage or the future of our nation.—KENNETH A. WOOLF, superintendent, Hunterdon County Schools, Flemington, N.J.

Three Schools in One Directed to Colombia

Dear Editor:

The article, "Three High Schools Under One Roof," which appeared in the January issue is most thought provoking. I wonder if it is possible to obtain a reprint.

For the last five years I was director of the Colegio Bolivar in Cali, Colombia. This is a school designed for the children of North American parents in Cali and for parents of other nationalities who desire a North American type of education in English for their children, too.

The board at the school is faced with the problem of providing, in effect, more than one school under one roof. I thought that sending them a reprint might give them some ideas in directing their thinking along lines new to them.—GEORGE P. YOUNG, University of Illinois, college of education, office of field services.

We were happy to send tear sheets. However, reprints are now available.—ED.

Library Finds TV Increases Child Reading, Changes Tastes

OTTAWA, ONT. — Children are using libraries more and the emphasis is changing slightly from fiction to nonfiction, owing to the influence of television, a Canadian librarian reported at a home and school association meeting here.

"It would appear that TV satisfies the need for entertainment but increases the thirst for information," said Erik Spicer, deputy librarian of Ottawa public library system. He noted that more science books are being used.

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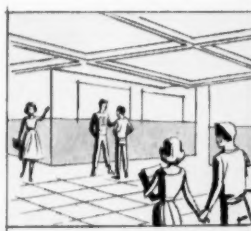
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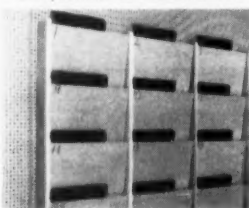
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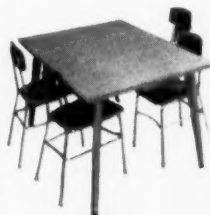
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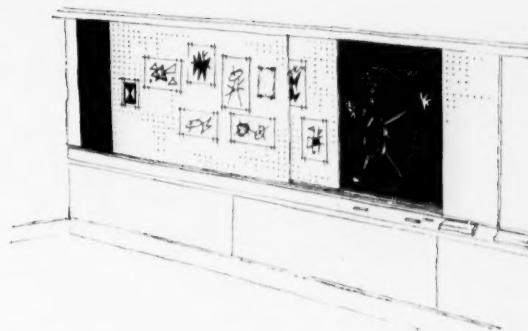
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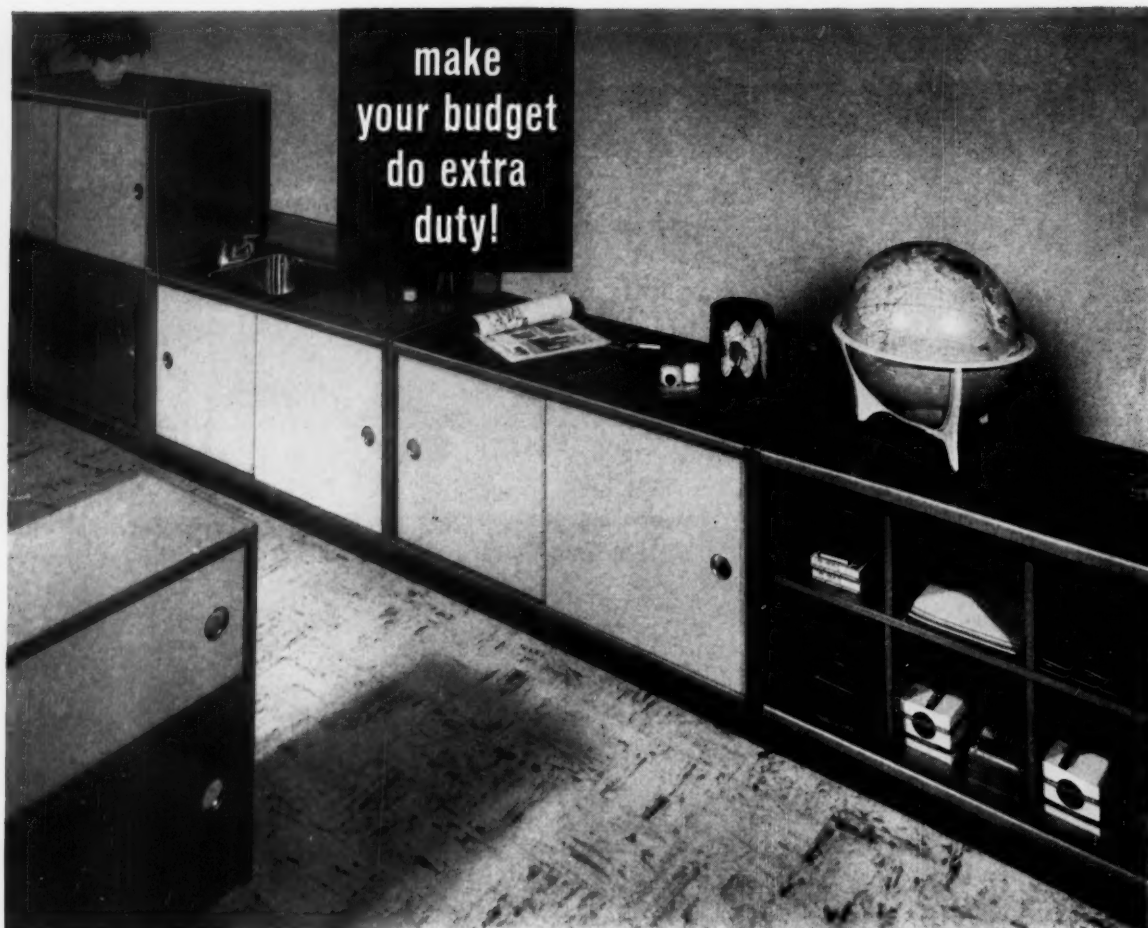
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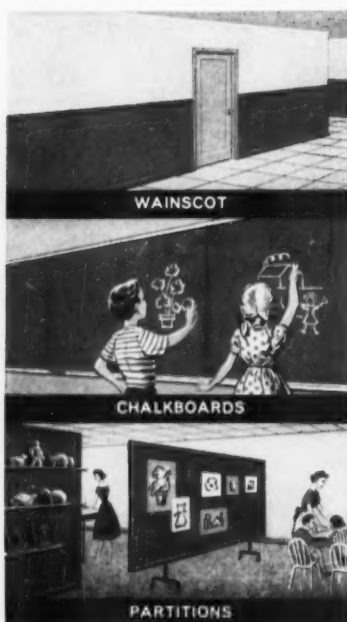
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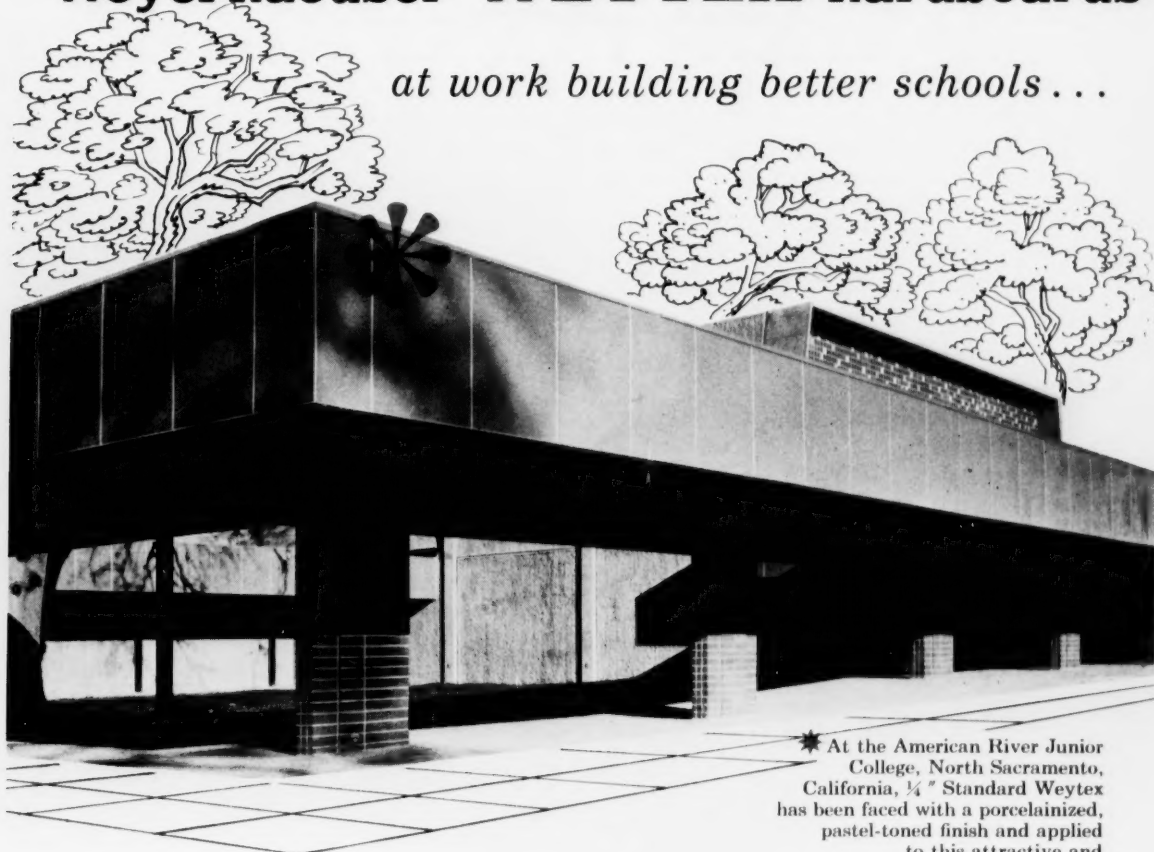
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at work building better schools...



★ At the American River Junior College, North Sacramento, California, $\frac{1}{4}$ " Standard Weytex has been faced with a porcelainized, pastel-toned finish and applied to this attractive and modern building front.

Lower material, installation and maintenance costs, plus outstanding performance... that's the role of Weyerhaeuser Weytex in our new schools. Standard, Tempered and Perforated types are being used in hundreds of interior and exterior school applications... such as walls, sliding doors, partitions, lockers, cabinets, acoustical baffles, display panels and wainscoting. Strong, smooth Weytex panels are easy to laminate or cover with paints and special coatings. For sound, dollar-saving construction, make sure your new building or expansion plans call for Weytex.

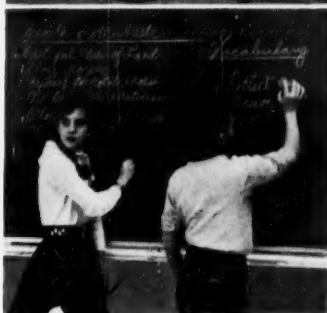
For more information on the versatility and cost-saving applications of Weytex, write: Silvatek Products Division, Weyerhaeuser Timber Company, Box S, Tacoma, Washington.



**Weyerhaeuser
WEYTEX
Hardboards**



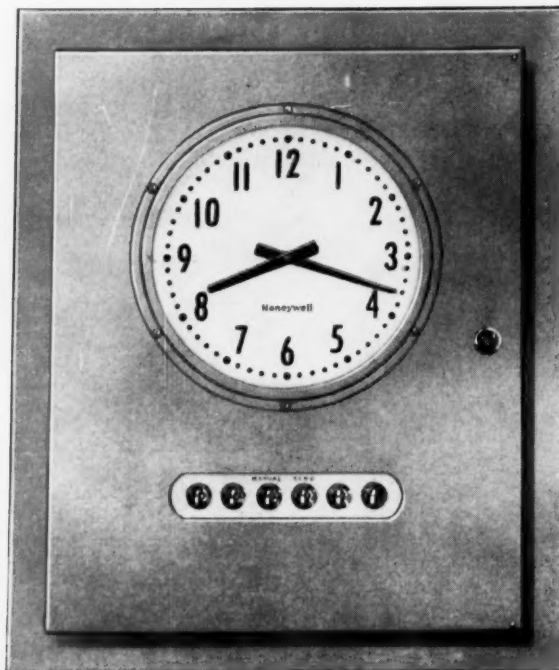
★ Here a porcelainized faced Weytex has been used on the exterior walls of the Rio Linda Elementary School in California.



★ In the Rio Linda School, versatile $\frac{1}{4}$ " Standard Weytex coated with a special finish is also used for chalkboards in the classrooms.

*T. M. Reg.

From Honeywell:



Honeywell Clockmaster Systems combine rugged, simple construction with a variety of attractive clock faces, both flush and surface mounted, with dials sized from 9 to 18 inches. All are made to Honeywell's standards of quality and backed by Honeywell's guarantee.

This man's job is making schools better.

By working with educators throughout the country, the Honeywell man is aware of many of your time and programming requirements—can recommend a system that best fits your specific needs.

Besides the Clockmaster, you'll be particularly interested in Honeywell Fire Detection and Alarm Systems. Ask your Honeywell man about them.

A CLOCK AND PROGRAMMING SYSTEM THAT'S AS EASY TO CHANGE AS YOUR CALENDAR

Honeywell Clockmaster* Systems offer the simplest, most trouble-free programming on the market. They help make your school program more flexible because you can change a single signal without changing or resetting any other part of the program. And it's so easy—needs no specialized knowledge or technical help. If you wish more information, talk to your Honeywell man who specializes in schools. You can reach him through your local Honeywell office, or by writing Honeywell, Dept. NS-3-05, Minneapolis 8, Minnesota.

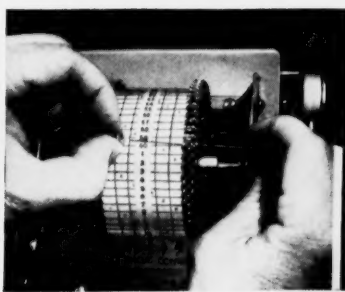
NOTE THESE OUTSTANDING FEATURES:

- Operates any number of bells
- Corrects each clock independently every hour
- Choice of either minute-impulse or synchronous-wired movements
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- Free one-year guarantee; checkout assistance and maintenance quickly available from Honeywell experts

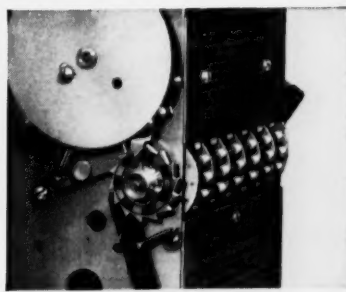
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1. Same setting wheel on Master Clock that sets time also sets program.



2. Reusable pin and roller, inserted opposite minute mark, actuates signal.



3. Calendar programming makes it easy to silence all signals.

*Trademark

Honeywell Clockmaster—
backed by the most dependable
nationwide service ever offered.

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First in Control

8 REASONS why the seats in that new gym should be POWER OPERATED BY MEDART

1 Power operation is practical economy, not an expense. All banging, jamming, general mishandling, normal with manually operated seats, is eliminated thus saving substantial costs for repair and maintenance of seats, walls and floors.

2 Seats protected by power operation give many extra years of service. The quick smooth opening and closing, controlled by automatic devices, prevents the crashing, jolting and possible damage caused by manual operation.

3 Medart power operation adds only a fraction to the cost of manually operated seats—pays for itself quickly, and continues to return exceptional dividends year after year.

4 Medart power operation requires no expensive floor tracks, no building changes or added wall reinforcing—no other conditions than are needed for manually operated seats. Only ordinary 110-volt or 220-volt electric source is needed.

5 Power operation is furnished in 2 types. Medart's Bank Mover simultaneously opens and closes all seat sections in line, up to a total length of 112 feet. The Unit Mover permits independent operation of individual seat sections.

6 Straight-line travel is an outstanding feature of Medart's power operation. Seats always roll open or closed without danger of binding, "crabbing," damage.

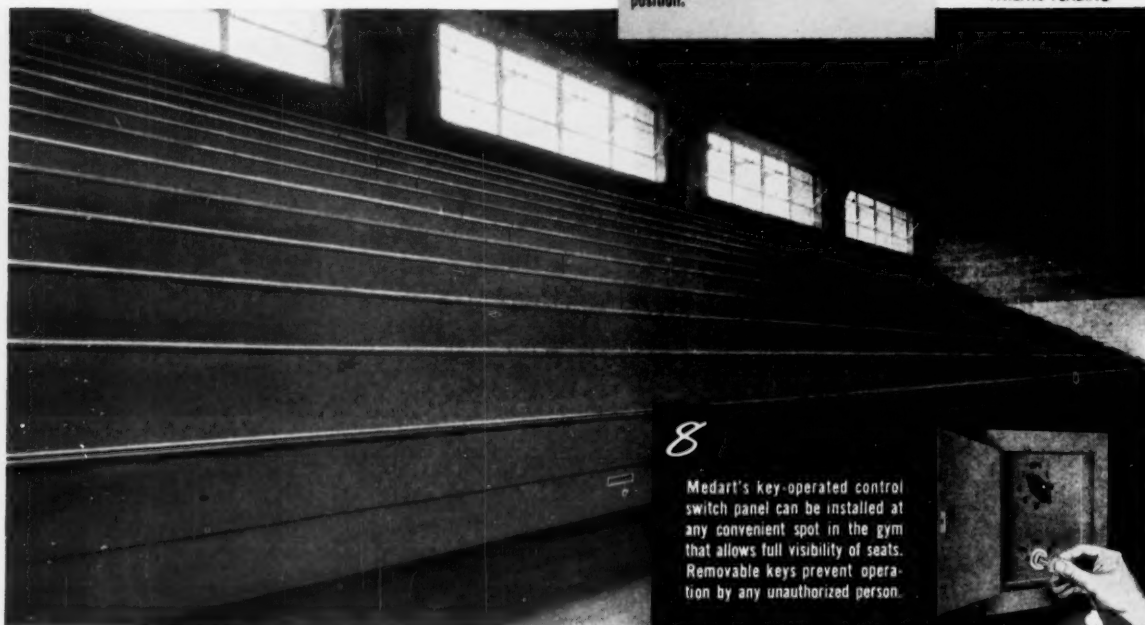
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MEDART TELESCOPIC GYM SEATS

SPECIFY the best, then INSIST on it!

7 When all seat rows are not required, release of switch key stops motion instantly, leaving only as many rows as necessary opened and locked immovably in position.

PATENTS PENDING



8

Medart's key-operated control switch panel can be installed at any convenient spot in the gym that allows full visibility of seats. Removable keys prevent operation by any unauthorized person.



FRED MEDART PRODUCTS INC. • 3532 DE KALB STREET • ST. LOUIS 18, MISSOURI



New Library Addition, Kent State University, Kent, Ohio, has windows of American Lustragray glare reducing glass. Architects: Fulton, Krinsky & Dela Motte, Cleveland. Glazier: Toledo Plate & Window Glass Co., Cleveland.



WSW 7388

Another installation of **AMERICAN Lustragray...**

the glass that reduces sun glare and heat without sacrificing vision

A modern library is a place for reading—and here at Kent is the ultimate in eye comfort by the use of controlled daylighting through American Lustragray glass. Students say, "It's just like studying out-of-doors in the shade." This gray glass softens glare from the snow; subdues the direct glare and heat of the sun. These same advantages are desirable in classrooms. And that is why American Lustragray is being specified by school architects for their newest buildings. The attractive, highly lustrous appearance Lustra-

gray glass gives to the exterior of new buildings is also a reason for its tremendous acceptance. Lustragray provides all these features economically.

On new construction, get the benefits of Lustragray.

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Fit each classroom to PITTSBURGH COLOR



Rooms devoted to the study of homemaking should be bright, cheerful and clean to help formulate the right habits for tomorrow's homemakers. Bright, cheerful colors stimulate interest and enthusiasm of students and teachers alike.

Modern painting system improves academic

For years it was the custom to paint all school interiors in traditional light buff, tan or ivory. But since the introduction of Pittsburgh COLOR DYNAMICS many hundreds of schools have classrooms with color arrangements in keeping with the activities of the pupils who use them.

• **By practical, every-day experience,** educators have demonstrated that this modern system of painting, which makes use of the energy in color, accelerates learning processes, improves academic grades and behavior patterns of pupils, and improves the efficiency of teaching staffs.

• **With COLOR DYNAMICS** you can choose colors accurately and easily to fit the design and lighting of all types of classrooms. You take into consideration the ages of the

pupils and the kind of work they do. You can paint sunny effects into rooms and corridors that receive little or no light. You bring cool relief into rooms that receive too much direct sunlight. You can make small, boxy rooms seem more spacious and cheerful.

• **By such color planning** you can relieve eye strain and stimulate concentration. As you provide more pleasant surroundings, pupils will take greater pride in their environment, thus discouraging vandalism and making house-keeping easier.

• **Next time you paint,** do it the COLOR DYNAMICS way. Give your school a completely new look that will improve both work and study habits.



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To assure the benefits of planned color environment each room's natural light source should be considered. Warm colors counteract the effect of cold harsh light from north or east. Cool colors are best in rooms receiving warmer light from south and west.

grades and teaching efficiency



Teachers' lounges are rooms of retreat and rest and should be color-styled to promote comfort and relaxation.

How to get a FREE planned color study for your school

We'll be glad to send you a profusely illustrated book containing a simple, clear explanation of **COLOR DYNAMICS** and how to use this painting system in your school. Better still, we'll be glad to prepare a planned color study of your school, or any part of it, without cost or obligation. Call your nearest Pittsburgh Plate Glass Company office and arrange to have one of our representatives see you at your convenience. Or mail this coupon.



**Pittsburgh Plate Glass Co.,
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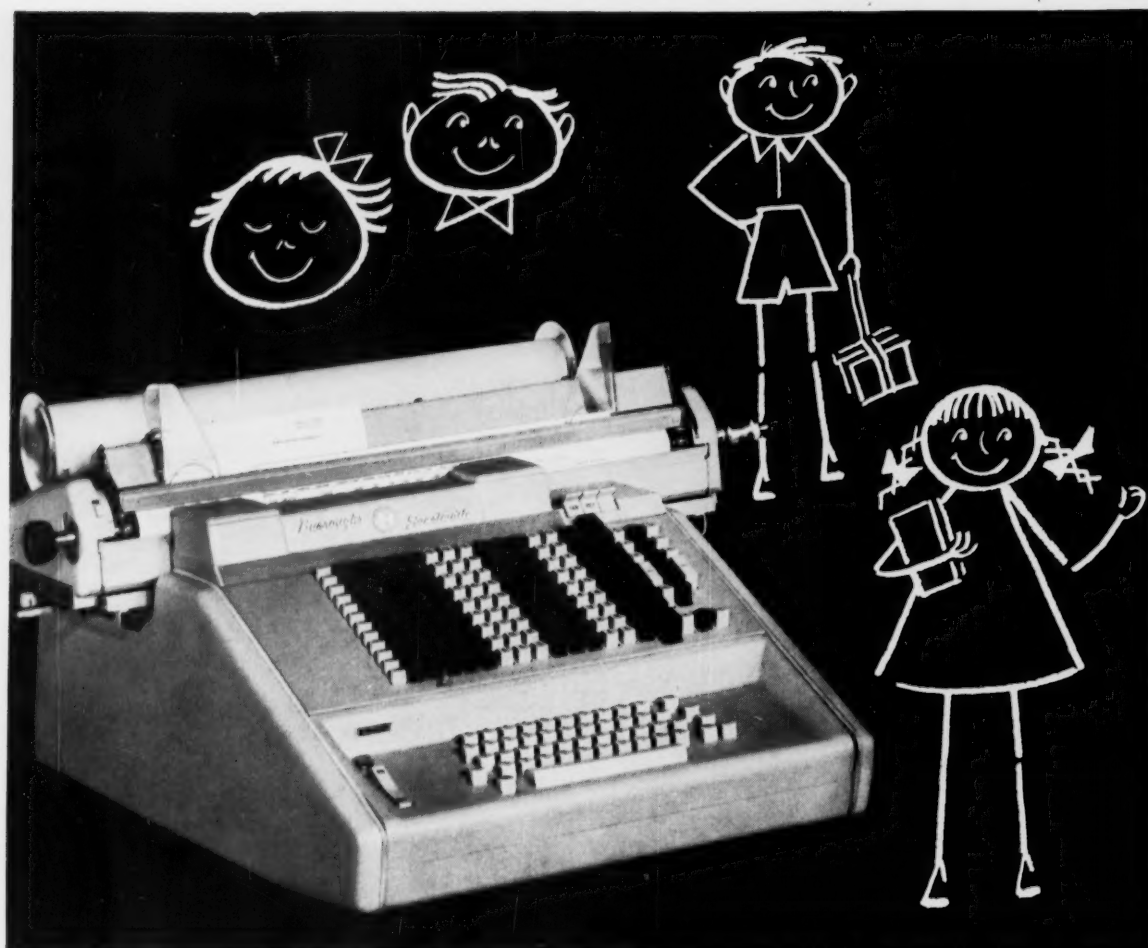
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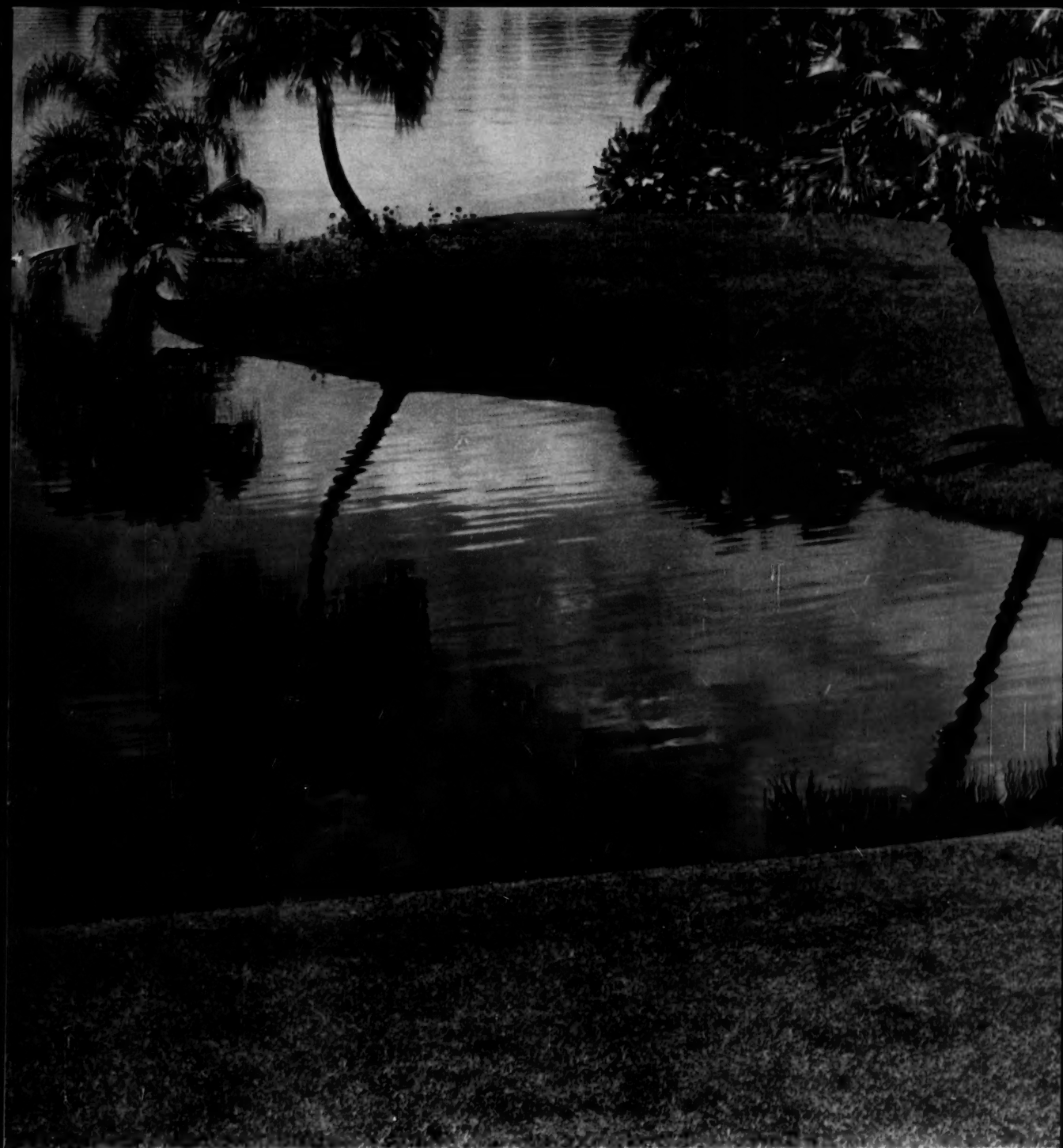
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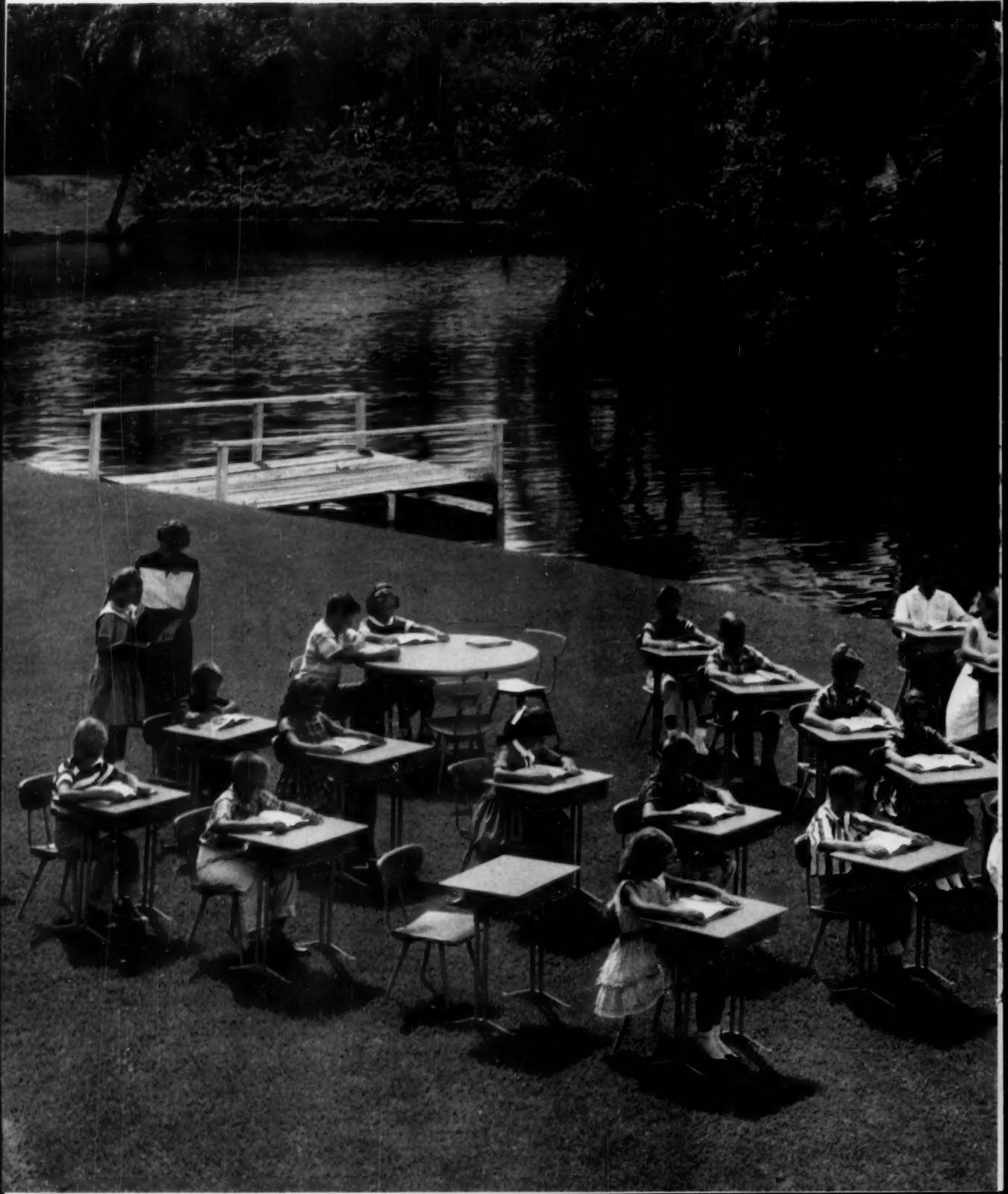


To shed light is to serve...

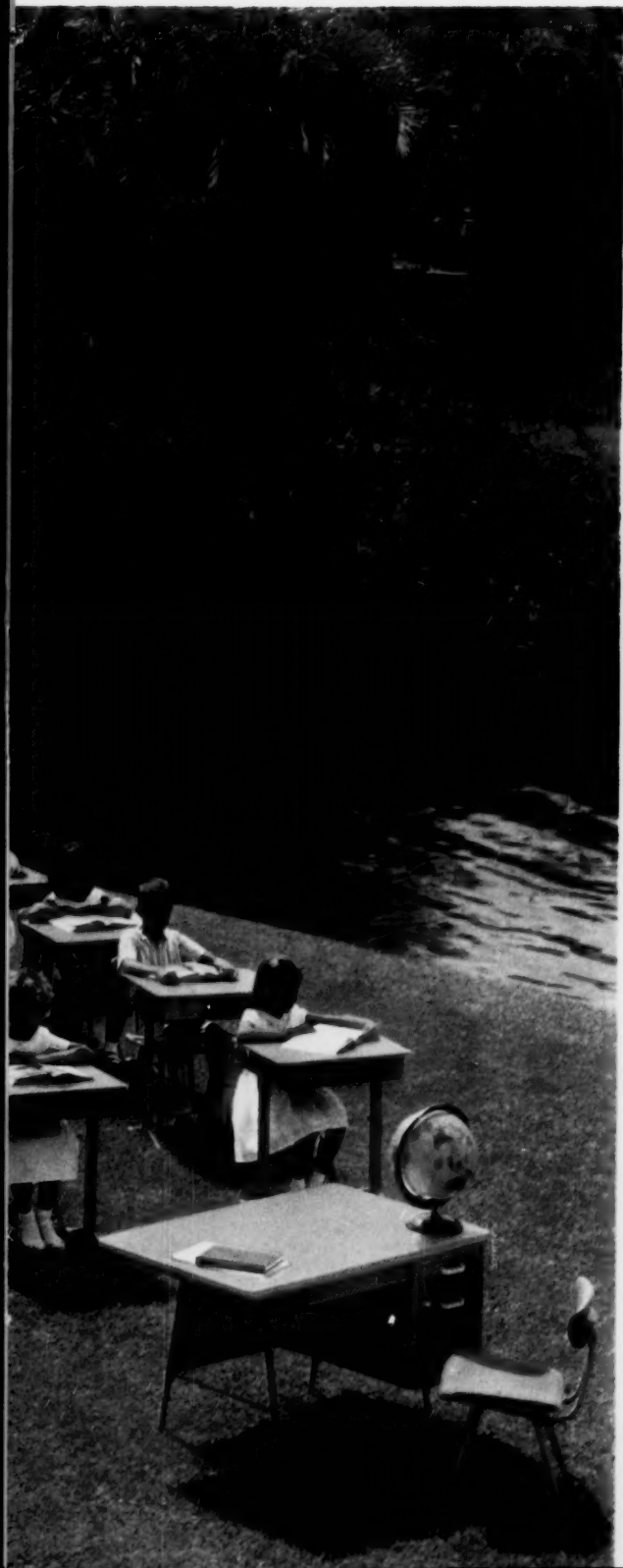


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American Seating brings the facts



about school furniture out in the open



WE'D LIKE TO refresh your thinking on the importance of school furniture.

First, a student spends an average of 15,000 hours* sitting in school. We believe this fact not only emphasizes the importance of purchasing the correct school furniture, but points up the *necessity* for furniture that provides the utmost in postural advantages and structural features.

That is why a manufacturer who seeks constantly to improve his product by making substantial investments in original research and development and in modern manufacturing facilities is best qualified to serve you.

These facts, plus many more, are reasons why American Seating school furniture outsells every other make. Why not arrange for a demonstration in the privacy of your own office—and send for our new booklet, *The Facts about School Furniture Today*. Remember, American Seating quality is yours at no extra cost. American Seating Company, Grand Rapids 2, Michigan.

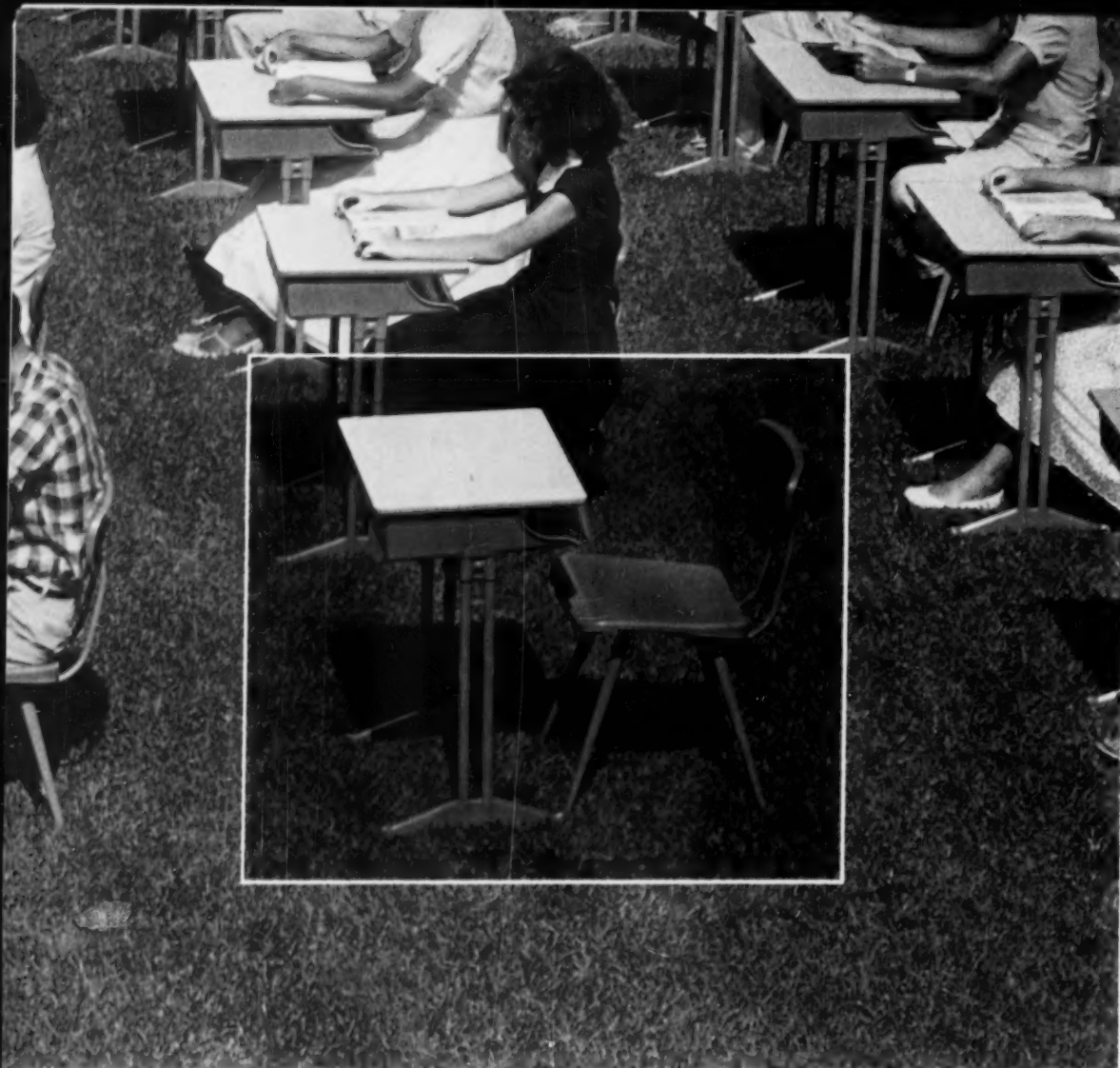
*Time spent seated by average student, kindergarten through college.



The standard by which all other public seating is measured

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Out in the open for all to see: American Seating Classmate Open-Front Unit Tables and Chairs in a typical arrangement, with Classmate Round Table and matching teacher's desk. Photographed at beautiful Florida Cypress Gardens.



Classmate Unit Table's pedestal standards save valuable floor space in schoolrooms.

A message for you

There must be reasons why American Seating School furniture outsells every other make year after year. There are:

Posture development is one. For example, double-offset back braces in Classmate Chairs let occupants sit back *into* the seat, while curved, self-adjusting back gives full lumbar support.

Properly designed book-boxes, easy desk-height adjustments, are others—as in Classmate Open-Front Unit Tables.

Today American Seating School furniture offers more new advances and more use-values than ever before. If you haven't seen a demonstration lately, arrange one soon. Meanwhile, send for our new booklet, *The Facts about School Furniture Today*.



The standard by which all other public seating is measured

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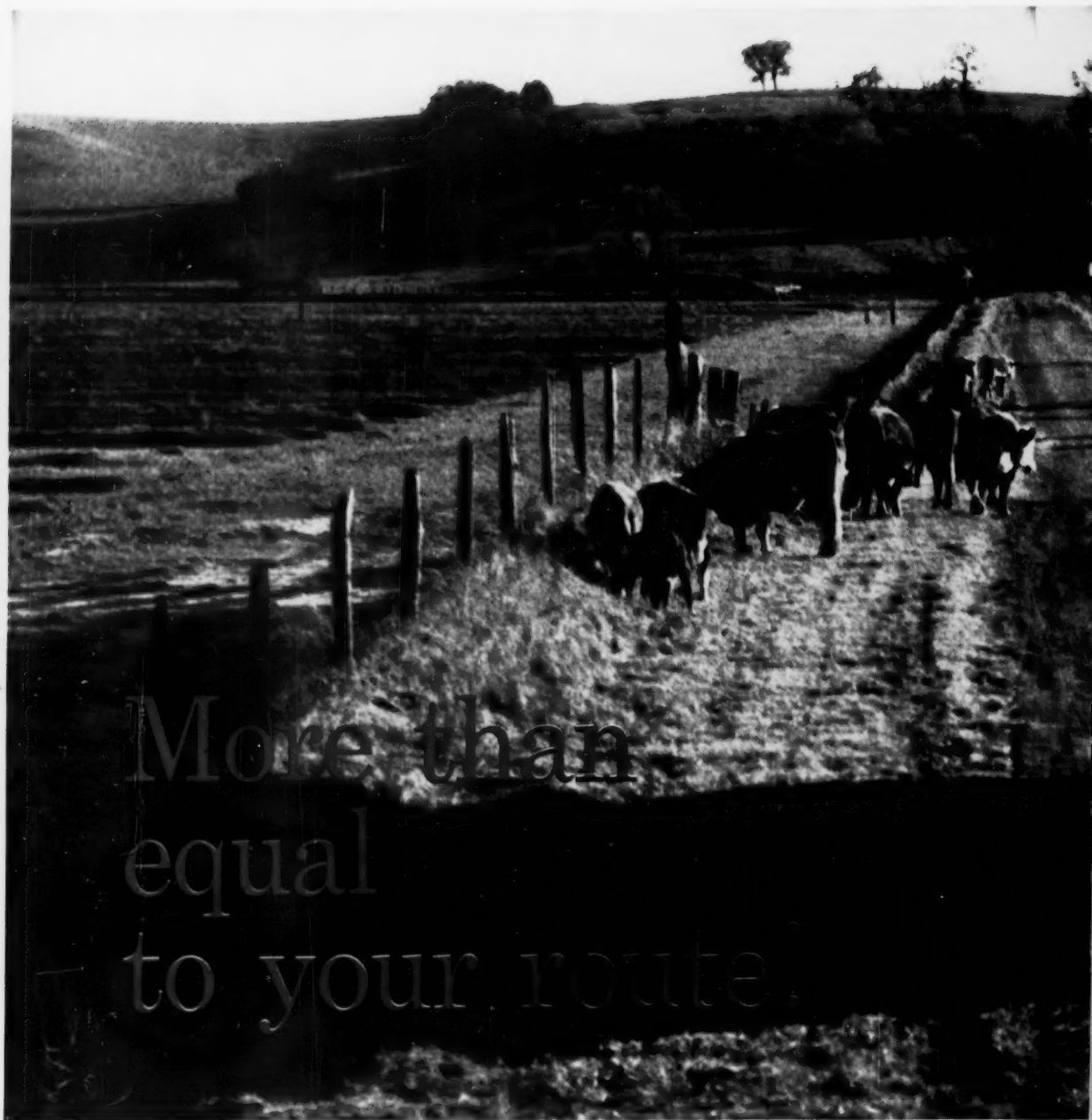
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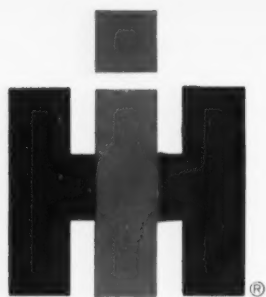
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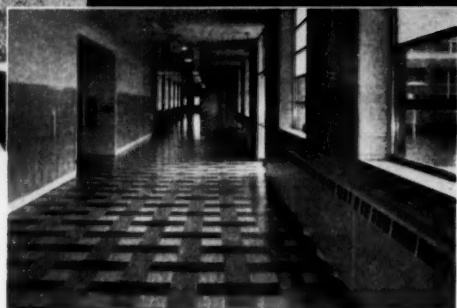
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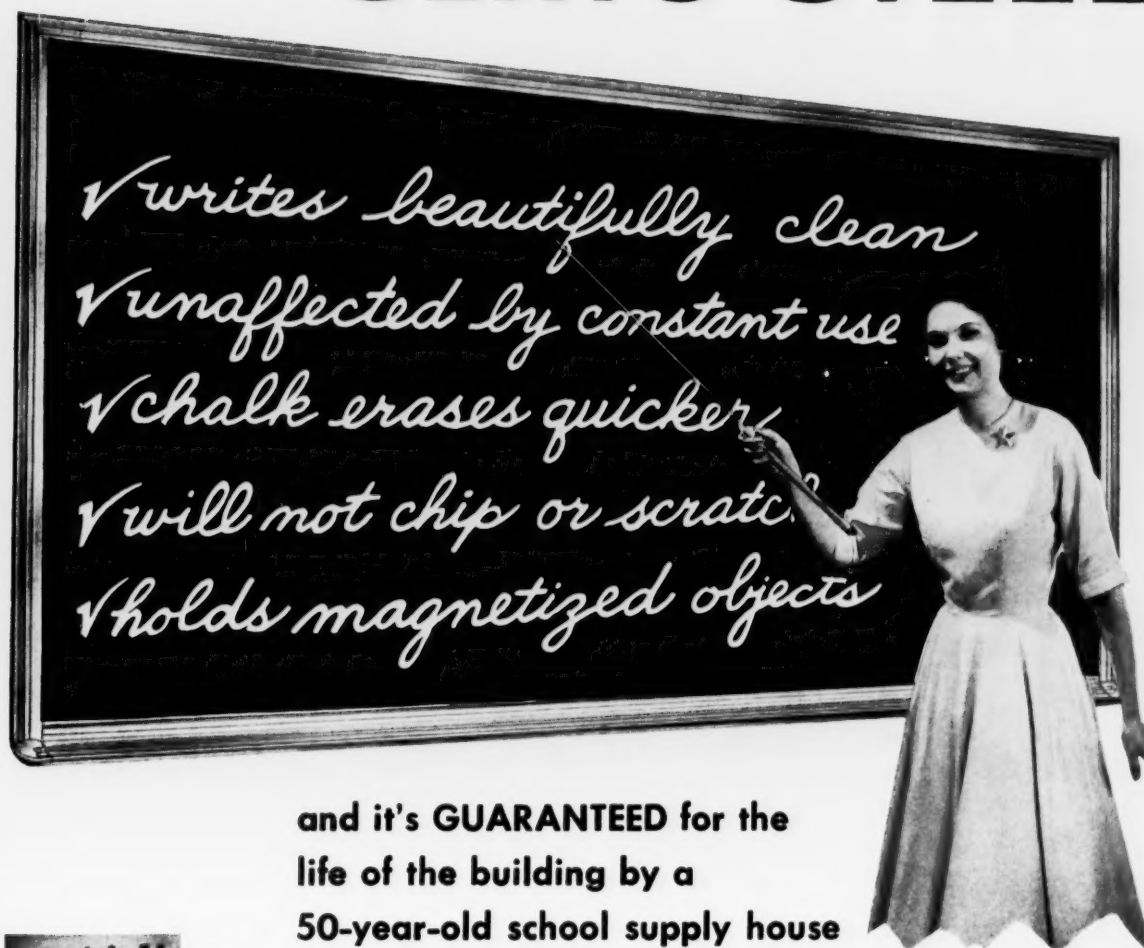
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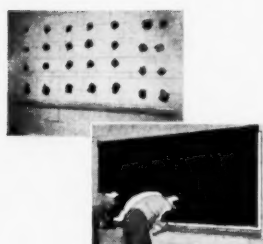
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easy to install...
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SlatoSteel's coat of vitreous ma-

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SlatoSteel is light in weight, easy to handle and moderate in cost.

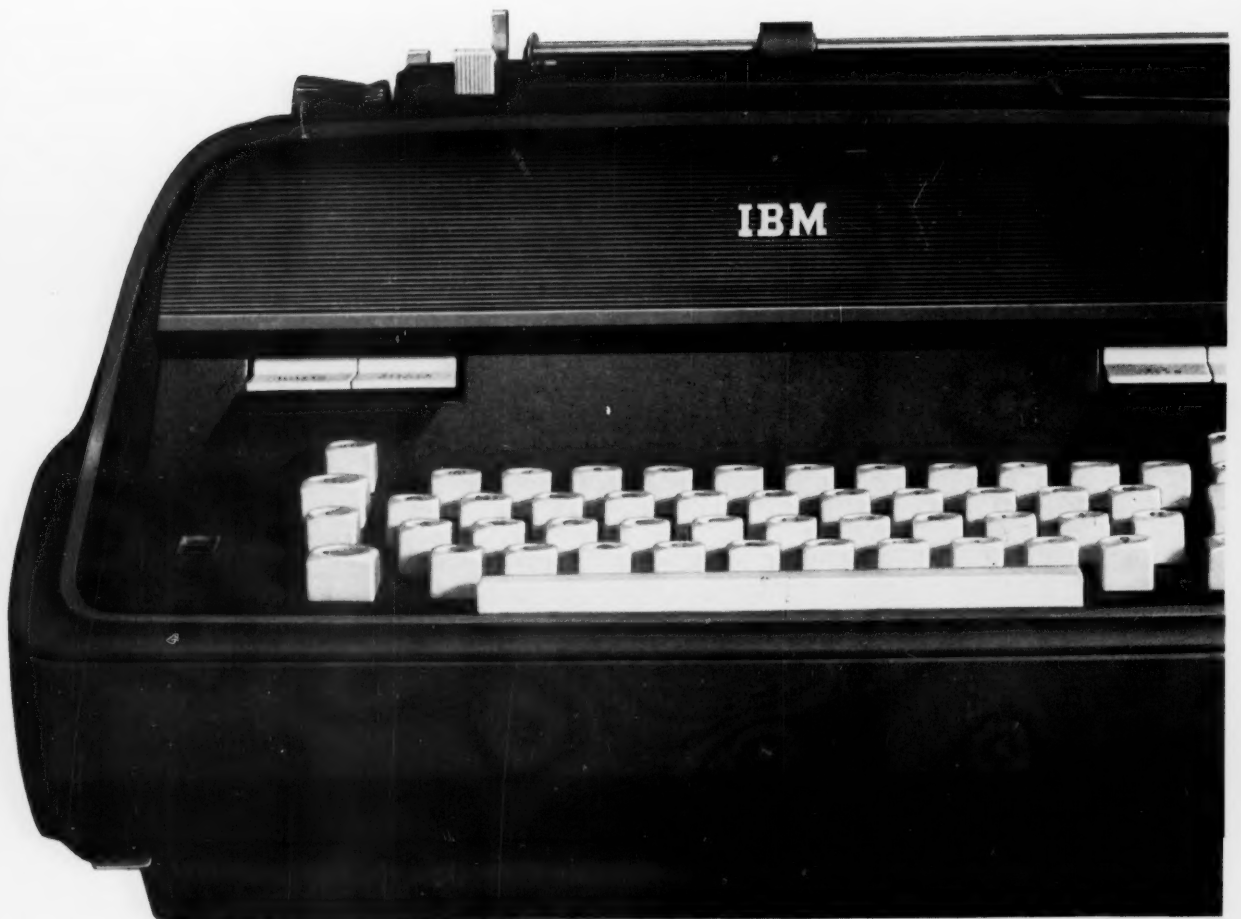
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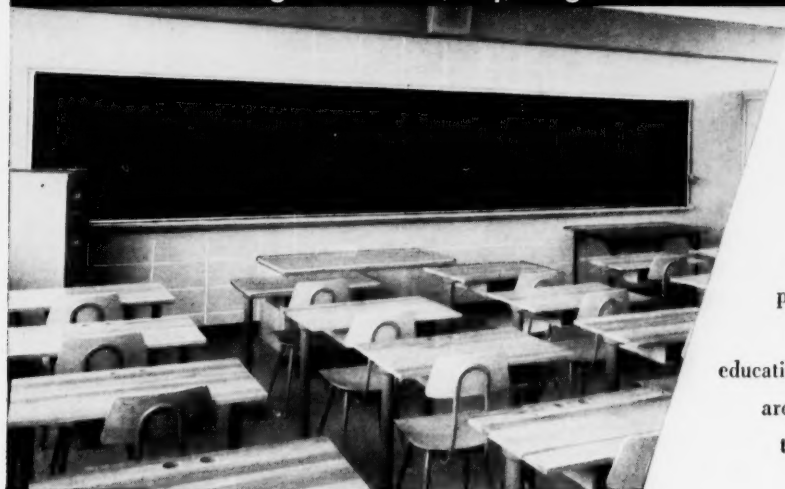
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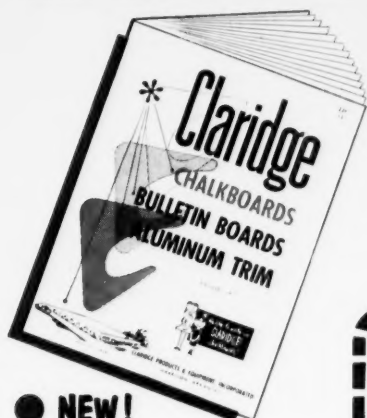


HILLCREST High School, Springfield, Missouri

Architect: Richard P. Stahl,
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Claridge PRODUCTS and Equipment Inc. HARRISON, ARKANSAS

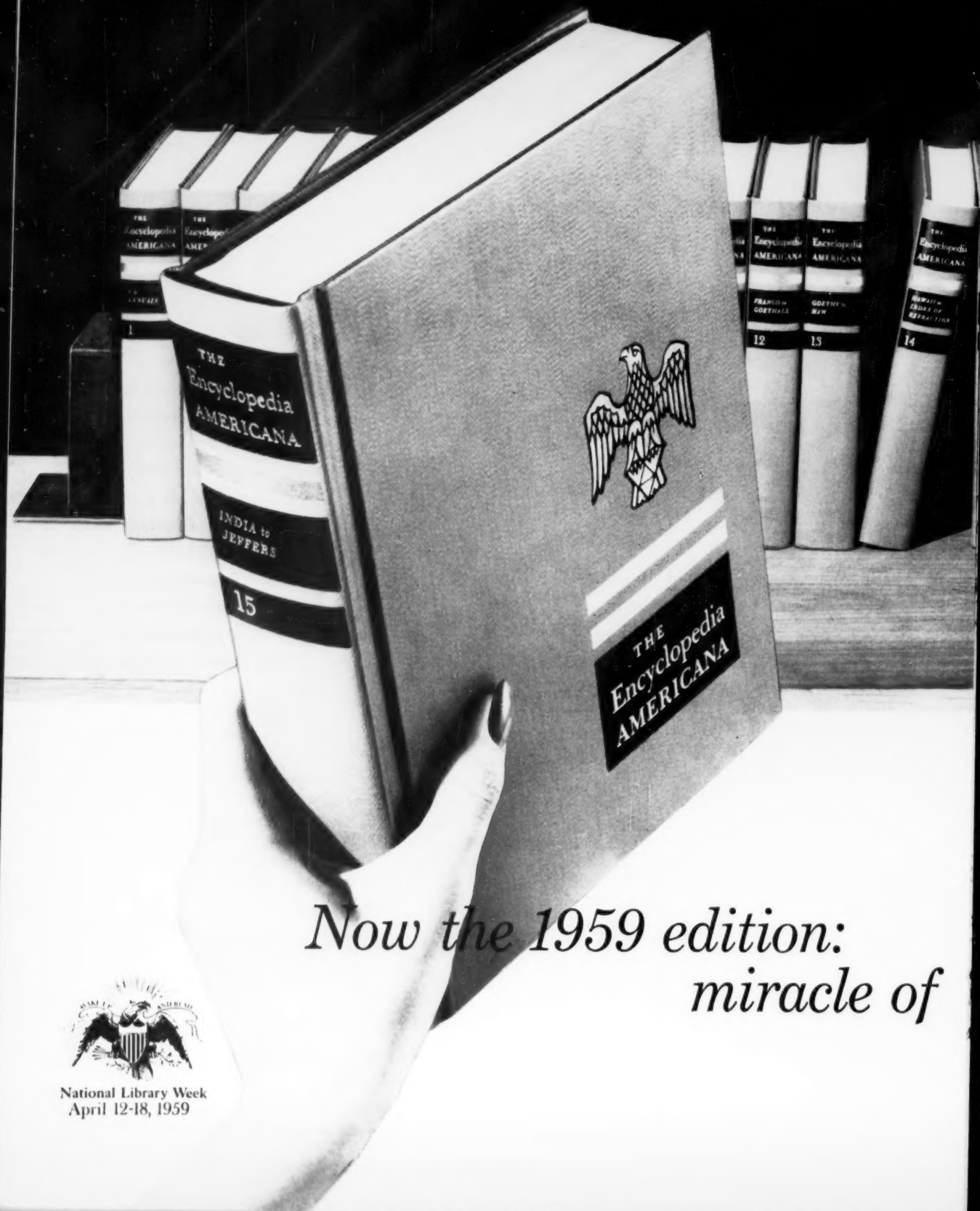
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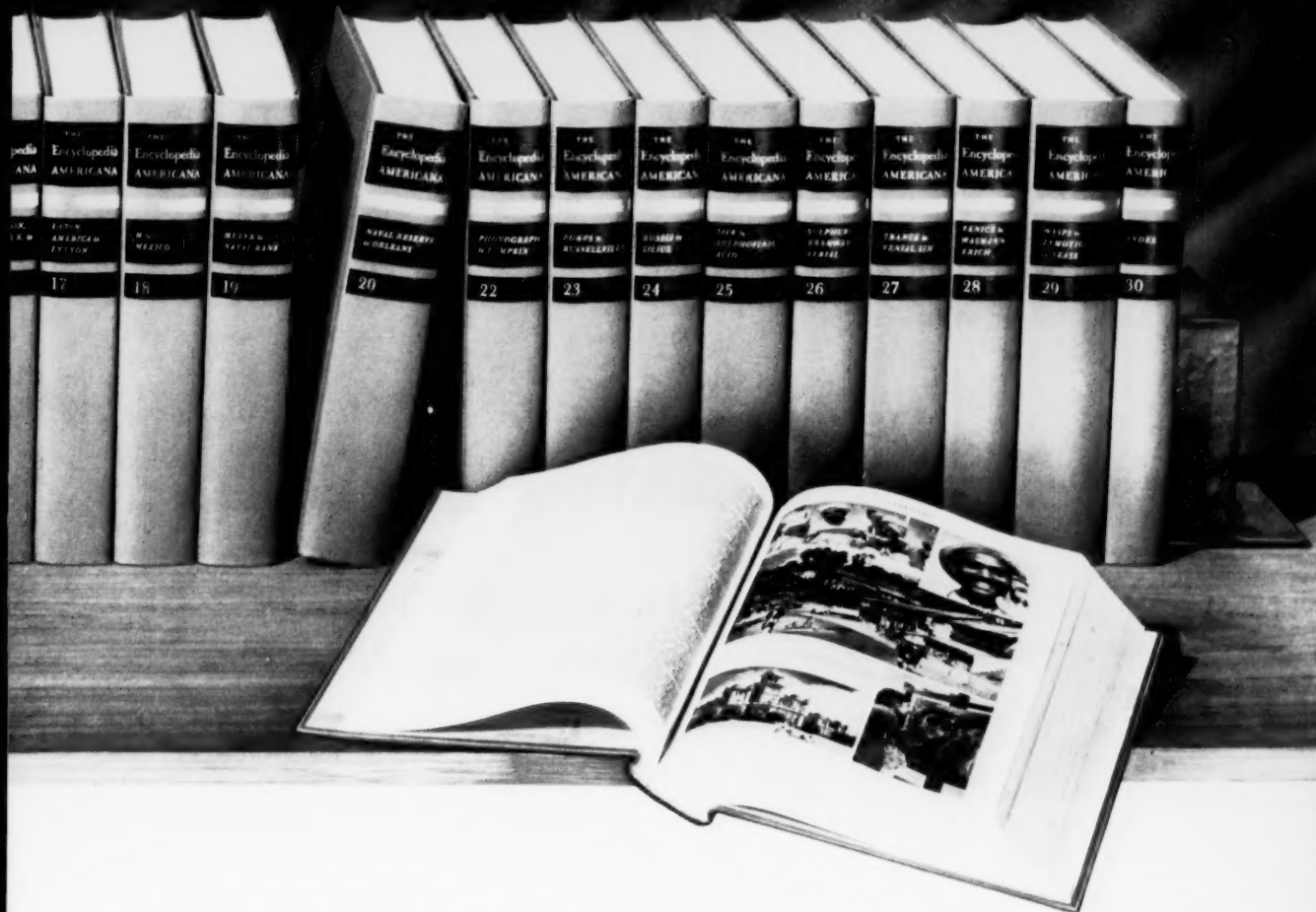
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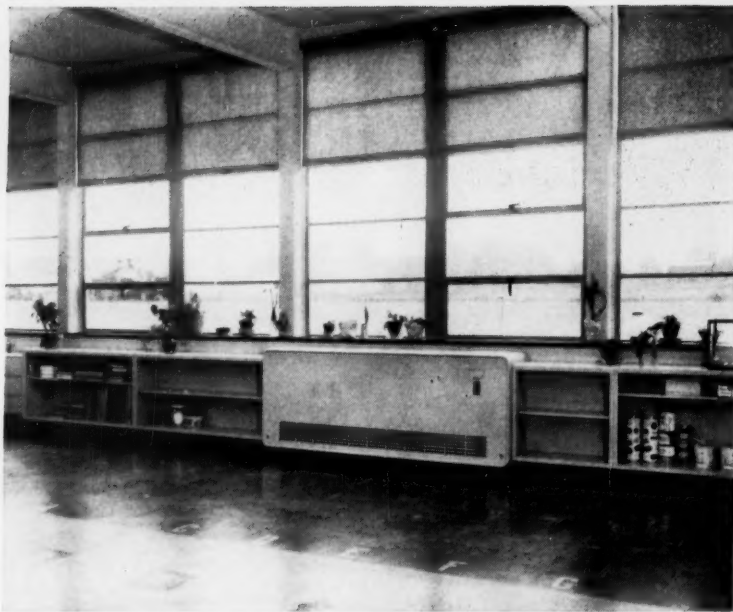
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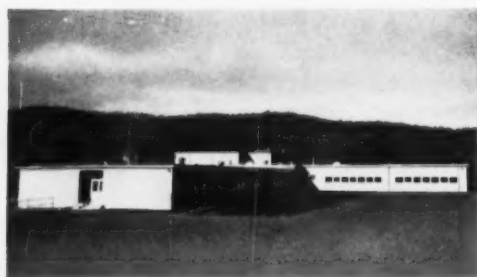
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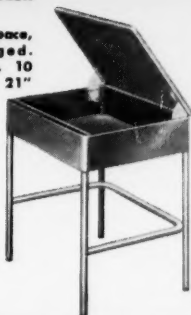
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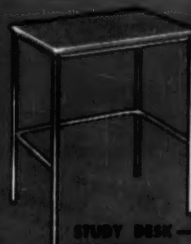
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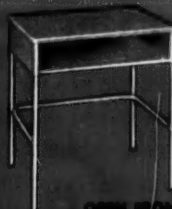
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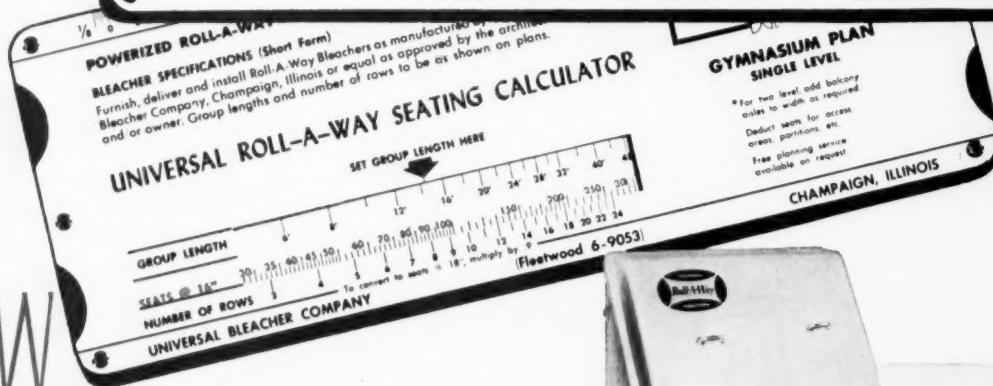
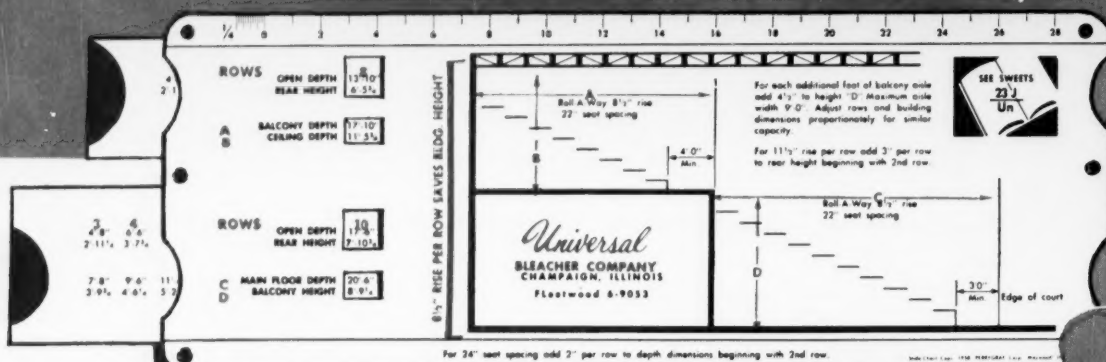


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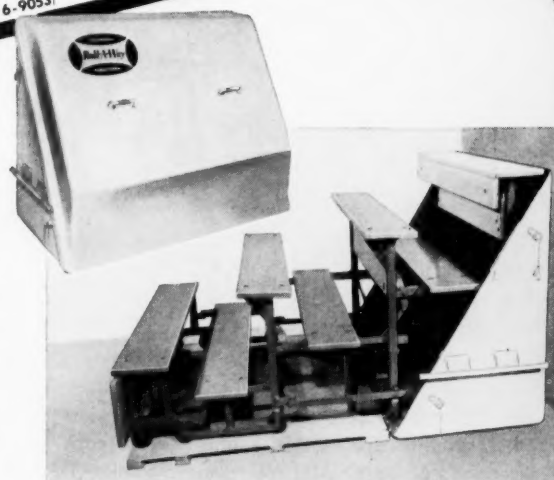
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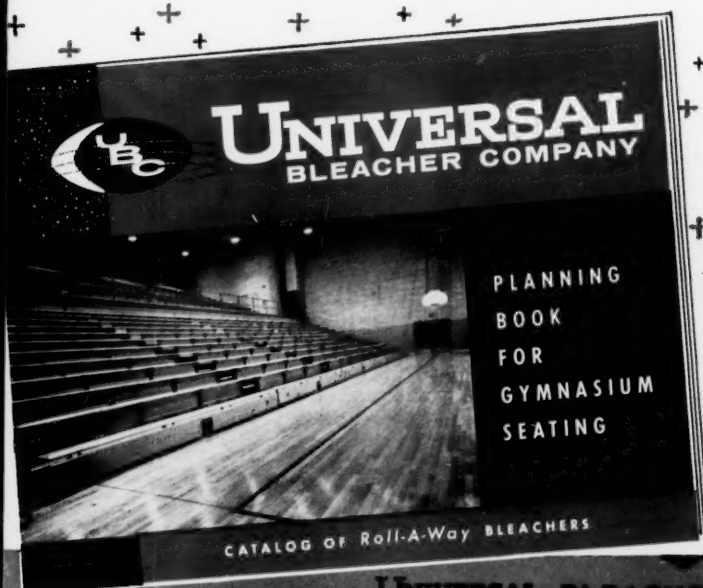


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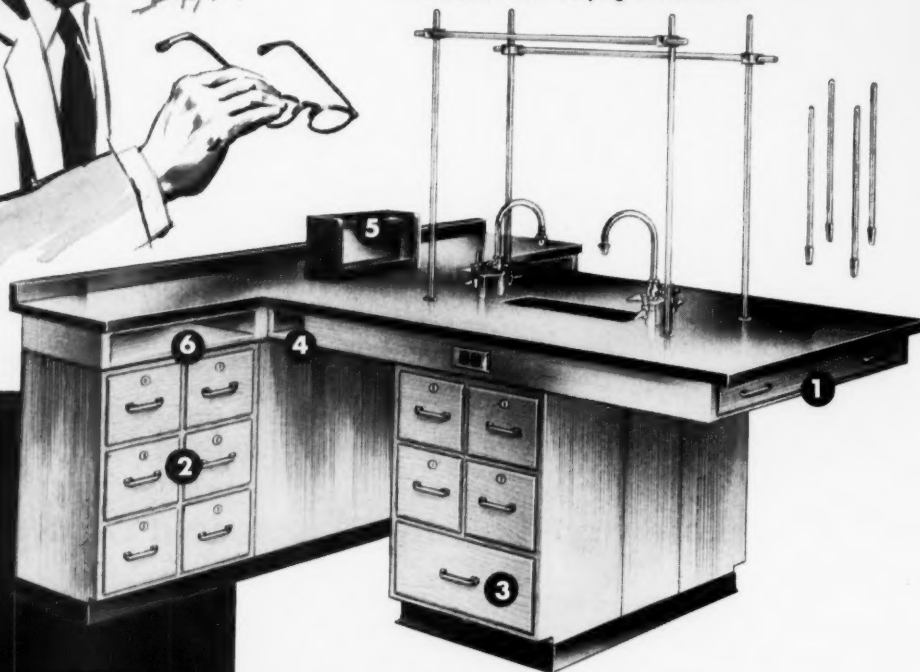
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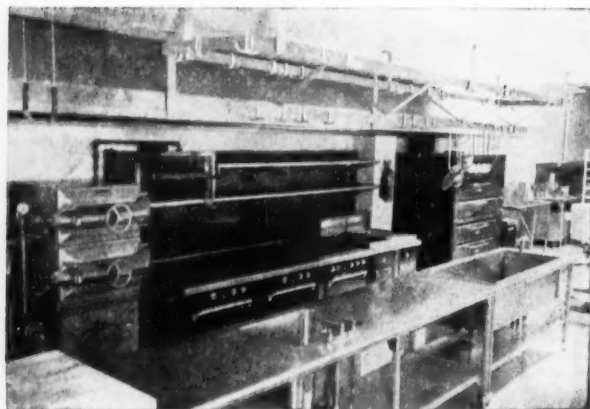
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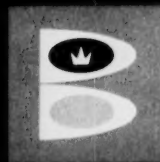


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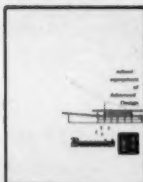
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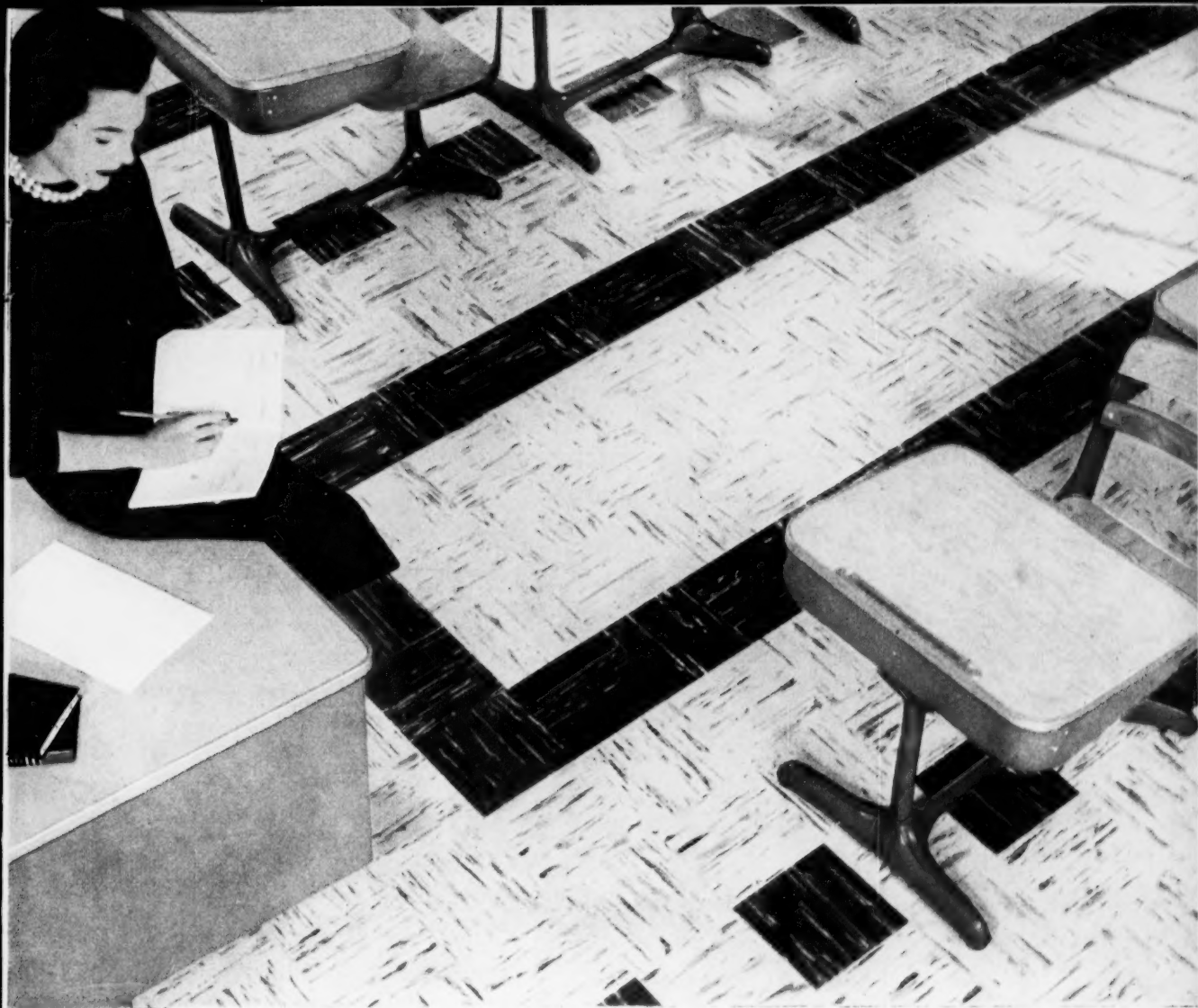
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A New Function for Education

THERE'S a *new* function for education, so new that we have as yet failed to recognize it, writes Margaret Mead, the anthropologist. "The rhythm of change has radically altered," she believes, and the new purpose for education should be "for rapid and self-conscious adaptation to a changing world."

Dr. Mead charges that most of us "avoid facing the most vivid truth of the new age." This truth, she says, is that "no one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity."

To illustrate this "truth," she observes that "for those who work on the growing edge of science, technology or the arts, contemporary life changes at *even shorter* intervals. Often, only a few months may elapse before something which previously was easily taken for granted must be unlearned or transformed to fit the new state of knowledge or practice."

From this reasoning, the distinguished anthropologist and author, now associate curator of ethnology at the American Museum of Natural History, jumps to the conclusion that present-day education is "obsolete." Or so it would seem, if one reads only the heading of her article in the *Harvard Business Review* for November-December.

NO ARGUMENT HERE

Writing on the subject, "Thinking Ahead: Why Is Education Obsolete?" Dr. Mead makes an observation that is neither so startling nor controversial as the heading of the article would imply. She asks: "Is not the break between past and present — and so the whole problem of outdated in our educational system — related to a change in the *rate of change*? For change has become so rapid that adjustment cannot be left to the next generation; adults must — not once, but continually — take in, adjust to, use and make innovations in a steady stream of discovery and new conditions."

Neither is it necessary to quarrel with her conclusion that "in this world, no one can 'complete an education.'" She speaks for all of us when she states: "We need children *and* adolescents *and* young *and* mature *and* 'senior' adults, each of whom is learning at the appropriate pace and with all the special advantages and disadvantages of experience peculiar to his own age."

None of these arguments justifies her assertion that present-day education is "obsolete." Among the characteristics of our educational system today, which she declares "outmoded," she identifies these purposes:

1. "The protection of the child against exploitation and the protection of society against precocity and inexperience.

2. "Giving to all children the special, wider education once reserved for the children of privileged groups, in an attempt to form the citizen of a democracy as once the son of a noble house was formed.

3. "The teaching of complex and specialized skills which, under our complex system of division of labor, is too difficult and time consuming for each set of parents to master or to hand on to their own children."

Does Dr. Mead really believe that these functions have changed; that they are obsolete simply because the rhythm of change has accelerated? As an anthropologist she should know that these functions are *constant* in a democratic society.

OBJECTS TO MORAL DEPENDENCY

We can't believe that Dr. Mead quarrels with these purposes. Actually, the force of her argument is focused on another characteristic of education which she describes as "the maintenance of learners in a state of moral and economic dependency." She argues thus: "We treat education as the right of a minor who has not yet completed high school. . . . We equate marriage and parenthood with getting a diploma; both indicate that one's education is 'finished.' . . . Our educational institutions are places where we keep children for a shorter or longer period . . . and as long as they are there, we treat them as minors. Once they have left, *we* regard them as in some sense finished, neither capable of nor in need of further 'education.'"

The New York curator did not give us an antecedent for the term "we." If she refers to society as a whole, it may be true that tradition and practice partially warrant this criticism. But if she is referring to the teacher and the school administrator, she is jumping to a false conclusion. Any competent educator knows, as was so aptly stated by the late Arthur B. Moehlman, that "education is coexistent with life itself." The fact that our society has not, as yet, established a free, universal and continuing program of educational opportunities for the adult is no proof that the educator is not aware of the desirability and the need for such a program.

Dr. Mead's article completely ignores the existence and the potentialities of a rapidly developing program of adult education in this country. Instead, she nominates industry for the role of hero in this drama. She writes: "Would it not be most appropriate for *industry* to take

the lead in highlighting the obsolescence of the present educational system? . . . Of the advances which account for obsolescence, a very large proportion have come out of industry. But, at the same time, much of the thinking that is holding up a real revision of our school system is based on an outmoded public image of industry as a monstrous and wicked institution which, if not restrained, will permit little boys to be sent down in the coal mines or to work in conditions in which their lungs would be filled with powdered silicon. In fact, industry has already taken the lead — within its own walls — in developing a new type of education that includes all levels of competence and training and that fully faces the need for education at senior levels of management."

Dr. Mead suggests that industry say: "We will undertake to train and supervise the young people who *at this time* cannot gain anything by remaining in school." And she also would have industry say: "As soon as *any* worker — of *any* age, at *any* level — in our plant, office, or laboratory is ready to study again, we will facilitate his, or her, doing so."

Later Dr. Mead admits: "We shall have to work out the problem of providing special work situations for adolescents and on this basis make our decisions as to whether *tax supported* institutions — rather than individual industries — should become chiefly responsible for the employment of adolescents."

We doubt that industry wants this responsibility, and we are quite sure that the American people would not turn over to industry alone such sweeping control of the education function. Furthermore, the idea that *tax supported* institutions should become chiefly responsible for the employment of adolescents is untenable.

INADEQUATE, BUT NOT OBSOLETE

We can thank Margaret Mead for urging the American people to *think ahead*. We can agree that the rapid rate of change in society today necessitates, more than ever, a continuing pattern of lifelong opportunities in education. But we think Dr. Mead is struggling for effect when she labels our better educational practices of today as "obsolete."

There is more to education than a changing theory in science. There is more to education than the mere transfer of *currently acquired* facts. The heritage of the past still gives us unlimited resources and values in the arts, music, literature, philosophy, the social sciences, and the basic framework of the exact sciences. The end product of education today is also the development of good habits, ideals and ways of democratic living. These are not outmoded purposes, and never will be. We will agree, Dr. Mead, that this country's provisions for public education are not adequate, but they definitely are not obsolete.

"Quality" in School Administration

IF YOU would know the attributes of a competent school administrator, as defined by the Educational Policies Commission, you will find them described in "An Essay on Quality in Public Education," just released by the Commission. The essay is presented in 22 printed

pages, discussing consecutively educational tradition, school program, school staff, school administration, and prerequisites to high quality in education.

The Commission recognizes that "no one person can possess in adequate degree all the competencies demanded in the administration of a school system today. A staff of specialists is obviously required, and the role of the superintendent is consequently to organize, coordinate and evaluate the operations of this staff as it works as a unit to achieve the school's goals."

There are some qualities, however, which the administrator himself must possess "as chief of instruction." The essay states: "Superintendents and principals need knowledge of curriculum, teaching, guidance, staff development and supervision, and the community. The wisdom of the administrator's decisions depends also on his conception of the value of education and on his scholarship, integrity, skill in human relations, physical stamina, and courage to work for school improvement in the face of contradictory pressures." The administrator also must be skilled in communications, especially "to keep the community informed on the accomplishments, shortcomings, needs and potentialities of the educational programs."

The Commission emphasizes that the efficient *management* of schools requires of school administration "a knowledge of law, taxation, accounting, purchasing, budgeting, and planning and construction of school buildings."

A fifth essential "to high quality in school administration is continuous research and study."

The entire essay provides criteria for judging the quality of any school program. Its conclusion is especially timely: "The taproot of quality in a school is a vigorous public commitment to education based on understanding of what education can do and what good schools are like. It has long been an article of faith in America that public education, if universal and excellent, would help immeasurably to eradicate social ills, elevate the tenor of human life, and strengthen democracy. But America has yet to test, through full support of all its schools, the validity of that faith."

Quotable

IN THIS country, unfortunately, students and parents, and citizens generally, have associated educational opportunity with social and economic status, not with service to humanity. "What's in it for me?" has replaced "How can I prepare myself to serve others?" Although personal ambition may be a normal and healthy attribute, the present misdirection of the public's interest in education subverts its true function as the very foundation of our kind of civilization. One of our nation's major needs is to educate its citizens on the subject of education itself. We must all share the blame for the ignorance and misunderstanding that is prevalent.—CARROLL V. NEWSOM, *president, New York University, in his annual report.*

The Editor

A Living Laboratory for Improving the Small High School

By
MILDRED
WHITCOMB



Top: Scattered through these beautiful hills of New York State are 22 central schools, most of which house teaching experiments. Above: Leaving South Kortright School are three school aides, who function as study hall supervisor, kindergarten assistant, and attendance officer, respectively.

In the Upper Catskills, a project now in progress is enriching rural high school programs by means of six specific technics. Two articles, this being the first, will report on the technics being employed.

FRRIENDLY mountains frame the schools of the Upper Catskill area of New York State. There, in three adjoining dairy counties, a visitor is free to explore a living laboratory which has been set up for a variety of experiments in improving the small high school.

Twenty-two 12 year central schools comprise this research laboratory and, if the devices they have initiated and are carrying on prove feasible, small high schools of the entire nation may find that they can offer young people an education comparable with good secondary education anywhere in America.

Right now is the midpoint of the second year of the Catskill Area Project in Small School Design, a two-year program to improve teaching and learning in small rural high schools. Ford Fund money helps support the project, and if the Fund board should grant an extension of one or more

years, the six main avenues of action research would continue to roll.

The theory behind the project is that the small high school has some tremendous advantages to the child as a person. In contrast, the large high school provides many more intellectual advantages to the student. The project (hereinafter called CAP from its first three initials) is working out technics of implanting large grafts of intellectual tissue on the healthy, extremely human body of the small rural school.

Technics to date are six in number. Nobody claims they are original, but CAP is providing an experimental clinic for each. The project labels them: (1) multiple classes; (2) shared services, including a talented youth seminar; (3) technological communication; (4) school aides; (5) flexible scheduling, and (6) supervised correspondence study. Not all of these apply to all schools. (Cont. on p. 54)

Correspondence study is one of the six technics. Here Mr. Penrose of Grand Gorge works with four students studying Advanced English by correspondence, while at work in the right foreground is a correspondence student of Spanish.



Marion Hoagland, supervisor of correspondence study at Grand Gorge, emerges from the local post office with a package of corrected papers.



Don't call them "teacher aides," they say in the Catskill Area Project. Here is School Aide Margaret Rowe, hired to free teachers from the burden of study hall supervision. Four cheerleaders have dropped in to consult Mrs. Rowe.

Are the students being taught by one or more of these experimental technics achieving more than they would achieve under traditional methods of instruction? And how are they faring in comparison with student progress in larger high schools?

Those questions will get at least a partial answer this spring when a statewide evaluation committee reports results of the first two years' effort. The committee will represent the Central School Study Council, a cooperative organization of 400 schools in the state with headquarters at Teachers College, Columbia University. The committee's evaluation will be nationally circulated so that other school systems will not need to wait out the experiment before putting into local practice appropriate ideas.

Father of CAP is Frank W. Cyr of Teachers College, Columbia. Mother of the program is Oneonta State University Teachers College, located in the area. Both parents stress the fact that this was — and is — a grass-roots product and that most of the practices now being tested and developed already had been initiated by the schools in the Catskill area before the theorists, with research staff and initial \$120,000 grant, moved in.

"It's a Head Stretcher"

Being modern parents, they are "not holding a whip over these school people," to quote President Royal F. Netzer of Oneonta T.C. In a characteristic punchline, Dr. Netzer says: "This whole business is a head stretcher." And that appears to be just what is happening to the heads of supervising principals, teachers, board members, and — most of all — the high school students.

Even the college at Oneonta feels the pains of a newly crowded cranium. Herman Behrens, director of elementary education, happily asserts that the college is finding answers to certain problems that were vexing it by helping the surrounding schools solve theirs. In fact, everybody is modestly grateful to everybody else.

The college provides headquarters for the study, has one education professor, Harold E. Simmons, who divides his time between teaching and CAP, and serves as financial and liaison officer.

The six enrichment technics are being developed in a setting highly

favorable by nature. To visit the area is enchanting. The mountains are gentle, the hills patchworked, the valleys mint or marshmallow according to season, and the tossing, tumbling, rock-bedded streams lively with chatter or, in sequestered pools, silent with trout. What is not farmland has sufficient underbrush to furnish cover for deer and occasional bear.

It's easy to understand why, in this hunter's and fisherman's haven, three-fourths of the high school staff is of the male gender, and the turnover is chiefly provoked by retirements. In these hills Winter's child is shod with skis at delivery, and the graham cracker crowd fares forth to hunt fossils and arrowheads as soon as the 14 foot snows melt to feed the turbulent kills which race one another to the Susquehanna and Delaware rivers.

School buildings, against the three-dimensional backdrop of wooded mountain, are substantial and well designed. Their cornerstones pay tribute to W.P.A. funds and labor. On the grounds of one school, the visitor traverses a footbridge across a chortling trout stream, Little Brook, to gain the main entrance. Under a gentlemen's agreement only the school kids can fish this stream. It isn't too hard to be a gentleman here for bordering the campus is Tremperskill, famed among trout fishermen from afar.

Principals of these schools uniformly sit with their backs to the view so as to keep their thoughts on the day's job and the project's progress. For reasons not satisfactorily explained but probably the result of the energy expelling out-of-doors, the children are uncommonly well mannered. Even the school lunchrooms provoke no image of Bedlam.

Add to the foregoing natural and physical plant features a fleet of from 10 to 19 orange buses, one or two station wagons, and a school owned sedan, and you have a picture of the typical Catskill area school.

Smallness Has Its Virtues

Administrators and teachers in these schools are engaged in doing what Dr. Cyr envisioned for the project in its gestation period — capitalizing on the virtues of school smallness. They are busy developing not teaching materials so much as learning materials. The initiative in learning is being handed from teacher to student, even

as the school administrator is giving the individual teacher his head in working out new approaches, with no recriminations when weaker plans wither and die. Under CAP, teachers actually want the youngster to know much that they don't know and may never know. The approach is that no child should be relegated to a rear seat, be he gifted, average or slow.

Don't get the idea that all the teachers in all the schools are heart and soul in this project. That just isn't so. Professor Simmons, liaison officer of the project (Dr. Cyr is a 4½ hour commuter), says that the 80 teachers who are the most active are probably the most versatile and most interested in trying out new methods, teachers who know their children through long association, are aware of their needs and abilities, and see an opportunity to make an important contribution to education by finding out better ways to meet these needs. As always in launching changes in traditional schools, the teachers are the pioneers.

The Administrator's Role

The supervising principal's primary role is to surround these inventive teachers with enough security so that they dare experiment. In fact, the project is keeping the administrators on the alert just as it is the teachers.

"I'd say the situation here is all progress," declares Elton F. S. Shaver, supervising principal at Margaretville. "The feel is coming. It will be some time, of course, before the majority of teachers come wholeheartedly into the program. And it does require more of the teacher's energies!"

This pioneering is not an altogether lonely task for teachers and administrators. Those active in the program, along with the potentially active, work on a regular monthly schedule in study groups at headquarters in Oneonta. Substitutes paid by CAP take over classes for the day while the teachers worry out their difficulties in conference, with experts from near and far as guides. Coordinator of the six study groups is Charles D. Rowley, now completing his dissertation on multiple classes for a doctorate in education at Columbia.

"We don't twist the arms of our teachers to get them to attend these study group conferences," asserts white-haired farmer-principal Lowell S. Huntington of Schenectady Central

Right: Among shared services, another technic being used, is a guidance counselor. Here Counselor Jim Brophy discusses their schedules with Sue Gresack and Phyllis Vaughn. In fact, near-by schools sometimes stagger their opening day so that the shared counselor can be present during each school's registration.



Below: This is dairy country. Nobody needs more counseling these days than farm boys. Perhaps the home acreage will no longer support the parents and this boy's future family. A shared counselor presents these facts to this farm boy or points out to him that college "ag" is an essential of management.



School, a prime mover in CAP and chairman of the project's executive committee.

"The teachers need inspiration, and the conferences are where they get it. We administrators find it hard to get satisfactory teacher substitutes. Often substitutes are mere baby sitters. We do try to get the same substitute each time.

"CAP, as now operating, isn't all wonderful! But we wouldn't go back! No, we would never go back!"

Last summer the project paid a month's salary to several teachers to work out experimental learner's guides for multiple classes. These guides are for the use of their own students and for those in other schools on the project, if they wish to go along.

Tom Matalavage, science and math teacher at Margaretville Central School, wrote a learner's guide in elementary algebra, which is now in use in two schools besides his own. In the beginning of the project, Tom was a

heel-dragger. He thought it couldn't be done. Now he is as verbal as an evangelist and can't wait to prepare a guide based on a broad number of algebra texts. That he has found a way to revitalize his teaching without taking more summer school courses appeals to Tom, too.

Let's start down the line and see some of these devices in action.

Shared Services

The project defines shared services as "those specialized services provided cooperatively and shared jointly by two or more schools when each local school district alone is not large enough to finance and use such services effectively." Shared services are of two major types: personnel, and equipment or materials.

It's news to no one that certain specialized types of personnel are in tight supply. Among hard-to-get specialists that two or more schools in the Catskill area are sharing are psychologists, nurses, dental hygienists, guidance counselors, physical education teachers, speech specialists, agriculture teachers, art teachers, music teachers, remedial reading teachers, industrial arts teachers, and visual aid personnel.

Consider East Springfield Central School with 300 pupils in Grades 1 to 12, only 116 of these being in junior



Seminars for gifted students are a contribution of Oneonta State University Teachers College. Here science students, under Prof. Emery W. Will, and math students, under Prof. James P. Burling, dip into exciting matter.



and senior high. This year East Springfield shares with one school the following professionals: (1) elementary supervisor; (2) French teacher; (3) art teacher for the high school and art teacher for the grades; (4) a second physical education teacher, and (5) a second music teacher.

Besides these half-time staff members, East Springfield has a one-fourth interest in a nurse-audiometer technician and a dental hygienist; a third interest in a guidance counselor, and a 10 per cent claim on the time of a psychologist.

New York State's boards of cooperative educational services help foot the bill for such specialists. The local cost of shared personnel or services is 3 mills over the tax rate on the real value of property. The school with a 12 mill tax rate thus pays only one-fourth of the cost of shared services.

This swapping of teachers is the more typical form of shared personnel. But two schools in the area swap students instead.

Principal Edward A. Burke of South Kortright shoos his industrial arts boys into the school station wagon to be deposited 15 miles away at Stamford. Principal Paul Waterman of Stamford retaliates by sending its "ag" boys to South Kortright. Both schools conduct two round trips daily. The groups exchange ideas on the mountain roads.

Principals R. C. Dorrance of Roxbury and John E. Sliter of Grand Gorge have arranged to swap special teachers at noon.

Other instances of sharing include the following: (1) buses, during breakdowns, late delivery, or need for special sizes; (2) districtwide adoption of textbooks to facilitate distribution and use of supplementary materials and adjustment of transfer students; (3) centralization of audio-visual aids; (4) maintenance of catalog of resource materials for circulation among teachers; (5) staggered opening of schools to enable the guidance counselor to help students with scheduling problems on different days; (6) sharing of band music, and (7) sharing of an audiometer.

For the smooth functioning of shared services, it is essential that the school administrators cooperate completely. They must inform their boards and the public, and they must stimulate their teachers and specialists through inservice training. Catskill area district superintendents and supervising principals have embraced this idea, and study group conferences help to smooth out the inevitable wrinkles.

Some of the new ways of sharing being tried are not approved for state aid, but the fervent hope of Cyr & Co. is that successful demonstration will

lead to subsequent approval. Time plus professorial persuasion will tell.

Seminar for Gifted Students

Coming under the shared services category but worthy of a heading all its own is the seminar program for able and ambitious students. CAP is giving the gifted youngsters of the area their first real break.

Mentioned as a basic concern of the small school from the first project meeting, the program has evolved through support of the college staff. CAP Director Gerald R. Firth supplies the coordinating link between the college instructors and the school administrators, who meet monthly as a study group to assess the situation and to note progress.

Gifted children are identified, after preliminary sifting in the home high school, through a battery of standardized tests given at the State University Teachers College at Oneonta. The top ranking students are then invited to participate in Saturday morning seminar sessions on the college campus.

This year's seminars, the first, are in advanced science and mathematics. The two courses are simultaneous, so students are forced into a hard choice. A humanities seminar began January 31. There are 17 youngsters in each seminar group. (Cont. on p. 58)

Prof. James P. Burling is teasing out the talents of the math seminar teenagers with questions culled from the entrance exams to the University of Moscow. Russian students must get two out of six or eight such problems as this, which young Mr. Burling recently flung at his group: "Prove that $N! - N$ is divisible by 42 when N is a positive integer." The gifted students couldn't do this in seminar so took it home for private cogitation.

Emery W. Will, also of S.U.T.C., is leading a group of talented youngsters through bacteriology, ecology and a dozen other ologies with ample laboratory apparatus to support them in contrast to the dearth of laboratory equipment in their own small schools. Rocketry will be launched in the spring.

Citizen support for these seminars is not begrudging. The local school districts have been willing to pay a tuition fee of \$30 a student for those selected for the seminar program. Near-by schools usually take turns in transporting the students by station wagon. Since nobody is stealing out of a week-day class to travel to Oneonta, the other students aren't jealous. And far from coming back to school on Monday morning with their chests stuck out, the bright kids have had the humbling experience of hobnobbing with others perhaps brighter than they and have been handed a fistful of brain stretchers.

To measure the pulse of seminar development, the director, following each weekly session, interviews one student from each seminar group on a tape recorder. The seminar leaders later listen to the play-backs to check student interest and to gain pointers for improvement.

Supervised Correspondence

CAP schools are offsetting the paucity of courses in rural schools by means of supervised correspondence study. Only name a subject and some university or institute has a correspondence course in it. More than 400 suitable courses are available at the high school level. A teacher in the Catskill group has compiled a list of mail-order courses, which will be placed in the hands of students and parents as well as school administrators and guidance counselors.

Counselors and administrators must decide which students are competent

to profit by, and which have the drive to carry on to completion, the correspondence course of their choice.

Boys are in engineering college this year because they took solid geometry by correspondence last year. This semester one lad is taking auto mechanics by mail; the school has an ancient motor and he has found a part-time job in a local garage. Use of the slide rule is being learned by correspondence; so is chemistry for transfer students who missed it on the alternate year physics-chemistry sequence.

One young man who took solid geometry by correspondence last year scored above 90 in his standardized state exams. Spanish, French, shorthand, harmony, mechanical drawing, and journalism lessons are traveling back and forth by Uncle Sam's couriers. English and French teachers are using parts of a correspondence course to broaden learning in their advanced classes.

The instructor whose field is nearest the one taught usually does the supervising and administers the tests. Study goes on in study hall, at home, and, oftenest, in a multiple class situation. Most of this work is being done by individual students to prepare for college or for a vocation, but CAP hopes to experiment with teaching entire classes by mail.

School Aides

Some of the grant from the Fund for the Advancement of Education goes to these small schools to pay the salaries

of full-time or part-time school aides.

Another shared service is that of the dental hygienist. Working in both the Roxbury and Fleischmans districts, she inspects, cleans teeth.



aries of full-time or part-time school aides.

The 37 school aides in 17 of the 22 Catskill area schools are adults. Most of them have children in school and usually have had some sort of work experience of a social service nature. Aides apply for a job to the principal, who, because of his long experience in the area, chooses persons for their reputation and their obvious interest in children.

Clerical and Supervisory Tasks

The usual school aide differs from an assistant to the teacher (by any name) in that she works with two or more teachers who have requested her assistance. Working closely with the principal, the teacher assigns to the school aide such tasks as both feel the aide can perform effectively. This allows the teacher to concentrate on more important aspects of the learning situation in the small school.

The typical school aide works slightly more than 15 hours weekly, exercising responsibility mainly for clerical tasks, although a few work full time in study hall and playgrounds.

Jean Dreyfus, a lawyer's widow and mother of three grade school children, is a school aide at Delaware Academy and Delhi Central School. Some periods she has as many as 94 or 95 in study hall.

"That first year was rough," she recalls, "but Principal Ralph De Gelleke was all patience and understanding. Now that I know the names and idiosyncrasies of all the youngsters I have the room under better control, and I feel secure. In slack periods I can do clerical work at my study hall desk, helping out the health or guidance department or the administrator's office. There isn't much money in a job of this sort, but for the girl who needs to do something worth while outside the home, it's a good enough career." Having been exposed to teaching by close contact, Mrs. Dreyfus wants to go to Oneonta next year and work toward a degree in education.

Schools in the area find that these aides not only free the teachers for their job of teaching but give them time to work on project activities for the improvement of the small school.

Next month's article will take up multiple classes, flexible scheduling, and technological communication.



Above: The Adam Kolb school was part of Bay City's building program. It houses Grades 5 to 8, 42,000 feet on a 20 acre site. Cost was \$15.55 a square foot. Designers were Bryselbout-Starke and Associates, Inc., of Bay City. Right: Kolb school's indoor swimming pool provides instruction for all its pupils, Grades 5 to 8. Its popularity led to inclusion of swimming pools in similar schools.

ELWYN J. BODLEY
Superintendent, Bay City, Mich.



It Pays To Pay-As-You-Go

**Four mill annual assessment enables
city school district to meet building needs
and yet avoid bonded indebtedness**

HARASSED by twin specters of maturing bonded indebtedness on existing school buildings and the need for additional financing for new structures, many administrators are seeking a way out of the frustrating and expensive borrowed money cycle. Especially are they looking for ways to eliminate bond interest payments that eat away the educational dollar.

Used Levy Plan

One system of financing that, under certain conditions, makes available a regular source of building funds at reduced cost is the school building levy plan. Under this system voters authorize an annual assessment against taxable property for the specific purpose of erecting school buildings. The authorization is for a stipulated number of years and for a specified number of mills. It becomes an additional income apart from school operating funds. Since the plan obviates the need for selling bonds, substantial economies are realized through interest savings.

Under the levy plan no construction is begun until the money is on hand, or definitely in sight, so that buildings emerge debt free. Thus, the problems that come with long-term financing are forestalled. But for this very reason the levy system will not work if the new school is needed right away. Nor will it solve a district's building problems if the amount of capital required exceeds the maximum assessment that can be made against the property value of the district. It is quite likely, however, that many systems can lighten the burden of *future* schoolhouse construction by adopting a 10 to 15 year levy program now.

Reaping Rewards Today

Districts that put the levy scheme into effect a decade or more ago are reaping rich rewards today and are pleased with their present good fortune. Since the school mill tax is a remarkable way of saving interest money, other communities with sufficient taxable property to make the plan fea-

sible also will want to consider this source of revenue.

Bay City, Mich., is one school system that has found the school levy plan the answer to its new school problems. During the years of 1949 to 1957, it built "out of pocket" nine debt-free structures.

The cost of the over-all program was \$3,777,685. To finance this amount of construction under the usual procedures would have required the selling of some \$3.5 million of bonds. Borrowing at 3 per cent, the interest on the used

they were poorly lighted and heated and lacked the facilities demanded by an efficient educational program. Many of the schools were overcrowded, so that increasing enrollments would force half-day sessions during the years immediately ahead.

Reorganized School System

At the 1944 election, an advisory ballot indicated that the citizens of Bay City approved a reorganization of the school system into three dimensions: primary, intermediate and high school.

committees. Local industry was induced to finance a one and one-half year survey of local school needs. By the time the five-year period under the 2 mill levy approached expiration, citizens had become fully aware of the need to support the school building program in an even larger way.

On June 13, 1949, Bay City citizens voted a new levy: a 4 mill annual assessment program for 15 years. This tax was double the previous amount and extended over a period three times as long.

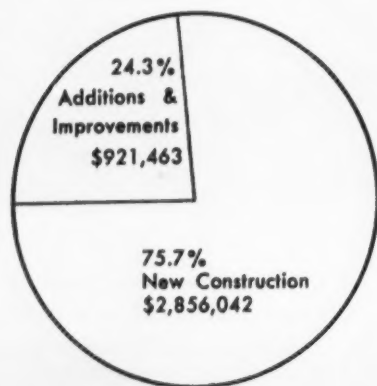


CHART 1

Eight-Year Allocation of School Building Funds

Year Construction Completed	Spent for New Schools	Spent for Additions & Improvements	Combined Total Spent
1949-50	\$ —	\$294,023	\$ 294,023
1950-51	1,080,123	—	1,080,123
1951-52	527,959	—	527,959
1952-53	—	6,183	6,183
1953-54	219,460	107,303	326,763
1954-55	—	101,001	101,001
1955-56	653,251	230,050	883,301
1956-57	375,249	183,083	558,332
TOTAL	\$2,856,042	\$921,643	\$3,777,685

During each of the eight years of the 1949-57 period, schoolhouse construction funds were allocated as indicated by this table, with slightly more than three-fourths (75.7 per cent) going to new construction.

portion of the funds would have amounted to \$525,000. Because interest payments were entirely eliminated by the mill tax plan, the district's savings was \$525,000, the equivalent of the cost of two of the nine new schools.

The indicated financial benefits were an outgrowth of planning done by the Bay City community during the Forties. At that time the schools were faced with the prospect of a 35 per cent increase in enrollment within five years.

School properties of the city fell far short of coping with such an emergency. Only one elementary school had been built within 40 years. Ten of the 15 elementary schools were from 60 to 75 years old, four having given from 41 to 53 years of service. Most of the 14 buildings constituted fire hazards;

At the same election an annual 2 mill school levy was voted for a period of five years, to 1949. From this source the district annually realized about \$120,000 for building funds. This was during the war and postwar years when restrictions of building materials discouraged the erection of new buildings. For this reason money was spent largely for urgently needed repairs and for the enlargement and modernization of the two high schools. The balance of the money accumulated.

Industry Financed Survey

The moratorium on new school construction did not halt planning for the future. Supt. Charles B. Park, who had come to Bay City in 1948, initiated an all-embracing school-community relations program, involving various lay

From the \$4 to be levied annually on each thousand of assessable property valuation there would be realized annually school construction funds of some \$250,000 (figured on the basis of property valuation at the time). The school district proposed to the citizens a 15 year program consisting of from 15 to 19 community elementary schools (K-4); new intermediate units; an addition to Handy High School, including shops and music room, and stands and lighting for the athletic field; enlargement of the cafeteria and workshops at Central High School, and a large permanent gymnasium.

Once approved, the Bay City school construction program moved swiftly. With funds accumulated from the previous 2 mill tax, improvements were

made at Handy High School in 1949-50 at a cost of \$294,023. An additional \$483,000 carryover from the earlier tax was available to get the new building program under way. First collections on the new 4 mill tax were received in August 1949.

Six Debt-Free Schools

Cornerstones for the first two new schools, both intermediate units, were laid in November 1949, and dedicated 16 months later, in March 1951. Before the end of 1952, or within three

two of the new units. In 1957 the ninth school was occupied, and a gymnasium was added with the aid of state junior college improvement and state matching funds.

Analysis of Financing

At the end of the first eight years of the 15 year schoolhouse construction program the Bay City Board of Education reported on its accomplishments:

Six of the contemplated 15 to 19 early elementary schools had been built, a seventh acquired by annexa-

New school construction accounted for \$2,856,042 (75.7 per cent) of the \$3,777,685 total outlay, and additions and improvements for \$921,463 (24.3 per cent), a relation of new construction to additions and improvements of slightly more than three to one (Chart 1). A year-by-year expenditure program is shown.

Actually the income from the 4 mill tax during the eight-year period was \$2,766,955. Of this amount, \$1,335,011 was collected during the first five years (1949-54), during which time the assessed value of property, then used as the base for the levy, rose from \$65,225,655 to \$74,919,732. Thereafter the basis of the levy was state equalized valuation, which caused the base to rise sharply from the previous high of \$74,919,732 to \$122,383,152, and thereafter to \$125,423,655. The net result of the change was that school collections for the three years 1954 to 1957 totaled \$1,431,946, or \$96,935 more than was received during the previous five years.

Because not all taxes due are collected in any one 12 month period, short-term bank loans have been arranged from time to time, in anticipation of future collections, to complete construction projects. The amounts of such borrowings have ranged up to \$350,000, for a period of from four to 11 months.

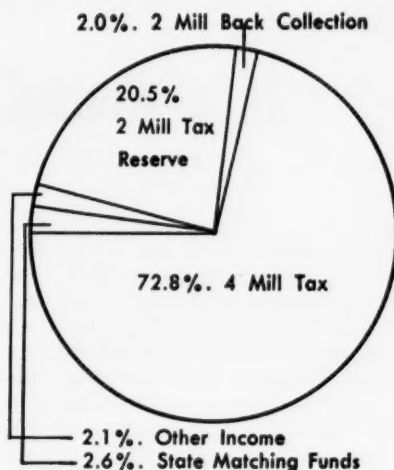
Prior to 1954, $\frac{1}{2}$ mill was set aside annually from collections for staffing and other administrative expenses related to the instructional phases of the school's program. No such transfers to the operating account have been made since that time.

Benefits Continuing

Perhaps the most significant aspect of Bay City's method of financing is that the program will keep pace with the growth of the community and permit the replacement of the remaining inadequate and obsolete school quarters. Under the tax levy plan a sufficient number of schools is assured to provide through 1964 for the growing number of children of the city and in newly developed suburbs.

Because back in the early Forties and again in 1949, Bay City's residents voted favorably on a pay-as-you-go construction program, we can today continue with our long-range schoolhouse planning without fear of experiencing undue financial headaches. ■

CHART 2. Of the \$3,777,685 spent by Bay City, Mich., schools for new construction, additions and improvements during the eight-year period, 1949-57, \$2,738,545 (72.8 per cent) represented collections from the 4 mill tax. Another \$855,483, or 22.5 per cent, came from the previous 2 mill levy. Thus only 4.7 per cent of the schoolhouse construction funds did not originate with the assessment program. The long-range construction and improvement program will be able to keep pace with the growth of the community.



years of the start of the new program, Bay City had six new debt-free schools, valued at \$1,608,081.

In 1953 expenditures were limited to minor improvements. In that year Dr. Park was succeeded as superintendent by Paul W. Briggs. As Mr. Briggs had been with the school system for some years, he was able to carry the building program forward without interruption.

Funds From State

During 1954 the seventh new school was opened; in 1954 and 1955 improvements and additions were made at five schools, including additions to three structures built after 1949. In 1956 the eighth school was occupied; also, improvements were made at six schools, including second additions at

tion. Three of the four proposed intermediate units had been constructed. A large portion of the high school expansion program had been completed.

Most Income From Levies

Of the total of \$3,777,685 expended, more than 93 per cent represented income received under the 2 and 4 mill levy programs (Chart 2). Roughly, \$777,023 (20.5 per cent) constituted funds accumulated prior to 1949 — from the 2 mill assessment; \$78,460 (2 per cent) consisted of 2 mill back taxes, collected during 1949-57; \$100,546 (2.6 per cent) represented state matching funds, and \$83,111 (2.1 per cent) was miscellaneous income. Most of the money spent (\$2,738,545, or 72.5 per cent) represented receipts from the 4 mill levy.

ANYONE who says it's easy to travel by car in Europe tells only a half-truth. As in one-way express streets in the States, it's easy to keep moving here, but is frequently hard to get where you wish to be! Road signs are missing many places, street names and numbering systems are absent or contradictory, and few persons 30 feet from the hotel or air terminal really speak or understand English.

We have visited Denmark, Sweden, Netherlands, Belgium, Switzerland, Germany, Italy, France and Spain. Much of the time we have had our own car and have seen unpremeditatedly interesting things as well as planned ones, because we have been quite lost.

Driving itself is difficult because of narrow roads and a confusing combination of vari-speeded vehicles — pedestrians in the road, bicyclists who tauntingly dare you to hit them, oxcarts and burros and horses, motorcyclists who initially look like bicyclists but who are moving several times as fast, trucks sometimes powered by bicycle "motors," and small cars that dart in and out around circles and intersections with gay abandon. One feels as though he is in the carnival auto-bumping concession where he occasionally almost controls his vehicle, but not quite, and where the general aim of all is to out-manuever anyone he can.

We decided that Italy has solved the problem ideally. There everyone aims directly and rushes violently at what he wishes to miss; you don't know where it will move, but it is almost certain not to stay where it now is!

Nonetheless, driving one's own car is the way to see a country and meet a people. It is paradoxically the case almost that the better our means of travel (speed), the easier it is to miss seeing what we pass among.

William R. Odell has been professor of education at Stanford University since 1949. He served as the director of the Cooperative Program in Educational Administration for the Pacific Southwest Center. He formerly was superintendent at Oakland, Calif.



Letter from a world traveler:

In a Mutual Aid Program

PALMA, MALLORCA, SPAIN. — It is good for an American, especially a Texan-Californian former city school superintendent, to visit in foreign lands where he is *not* king, albeit self-appointed. Indeed for any American to become a foreigner in minority dress and with unrealizable expectations, to be at a loss languagewise, and (as in Canada currently) to have his almighty American dollar selling at a discount, all are wholesome and humbling experiences that should be prescribed occasionally to keep each of us at proper size.

Yet at the same time we can truly appreciate our own country only after being where it is unsafe to drink the water and eat much of the food, where suffering and grinding poverty seem to be casually regarded by many, and where basic resources do not appear to be at hand, even potentially, to solve human problems one confronts.*

Probably the greatest realization resulting from our trip so far is the discovery of a fundamental difference between the Old World and the New. The Old World assumes that things as they are will inescapably continue that way. This is opposed by the non-

acceptance in the New World of things necessarily continuing to be as they now are.

From this different way of viewing life undoubtedly come many of our problems of understanding one another. To the typical American, a problem per se is not frustrating; only being unable to solve it is. But to his counterpart not only must we present the solution, we must first get acceptance by him of the problem itself as *existing*. Thus Americans frequently in the beginning do poorly in working in foreign fields. The need for much better preparation of those whom we send to work in foreign lands is ever more apparent as we see our representatives at work and appraise the results of their endeavors.

Not a Four-Month Expert

From this point on, I would like to present a few ideas about educational systems as we have observed them all too briefly. Before the reader says it first, let me hasten to state that four months just conceivably may be too short a time to become a full-fledged expert on European and Asian education, behavior and philosophy. Not all of what I say hereafter is based upon recent new experiences and observations, and for the most part I intend to raise rather than answer questions.

*Some of this latter observation arises from the further travel by the author through Greece, Turkey, Iran, India, Thailand, Hong Kong, and Japan while the remainder of the family stayed in Palma practicing conversational Spanish.



Left: Children are spinning in a Basic School in India. It was a concept of Gandhi's that education is a by-product of effective living. Opposite Page: Home economics demonstration as part of the extension inservice training of teachers given by Central Institute of Education at New Delhi.

WILLIAM R. ODELL

Educational Assistance Must Come First

Probably the chief and most satisfying value of being away from one's job for an extended time, in addition to the opportunity to see new ways of behaving, comes from having time to think about some ways of behaving that we know well already, our own included. There is a great need for every superintendent of schools to escape from his burden each five years for an extended time so that he can return knowing: "I'll not be doing things exactly that way again."

Board Members, Take Note

School board members would do well to make a note of this, and to think it over carefully. It is conceivable that the solution to some problems of board-superintendent relations can be greatly helped by this technic. This would be particularly true where the time away from the job was consciously focused on some matters of tension or important unresolved differences of opinion.

But what about these foreign educational systems? What are their problems? How do they compare with ours? What do they do better than we? What do we do better? And what can we take from their's to improve our own?

I can't answer these questions well, but I will make a few points that are important for us all to reflect on, and make a serious suggestion or two.

This will be my purpose really in all three of these newsletters.

The overwhelming impression we have from our trip is that almost everywhere we have been there is increasing acceptance of the New World point of view that change is possible, desirable and indeed necessary. Prosperity of unbelievable dimensions in most places is observable. Bombed cities have been rebuilt, tremendous new office and apartment and hotel buildings are completed and others are under construction in most countries, and new highways everywhere are in use or being built.

These changes are unevenly distributed, of course, among the countries or among various sections of the same country. Spain, for example, does not compare favorably with West Germany in the rate of industrial development, or India with Turkey. Neither has south Italy been able to match the pace of north Italy. But Madrid, Frankfurt, Brussels, Istanbul, Le Havre, Hong Kong, Tokyo and Milano all are on the move, and have much in common in their thinking in regard to the future.

The great unevenness, greater than those already noted, is between the rural and the urban areas in most countries. The beautiful modern apartment buildings of the cities almost every-

where are in sharp contrast to the methods of work and to the living conditions of the rural areas. The demarcation between Madrid, for example, and the next field beyond the city limits gives a shock that cannot be described. It is modern city one minute, and medieval farm country the next. And the really excellent Spanish highways between the main cities are almost deserted after tourist season because automobiles and trucks require imported gasoline that upsets the trade balance of the country. Moreover, oxen and mules carry on as of yore on the farms for the same reason. The occasional tractor seen at work accentuates the gap.

Must See Problem Whole

Even in cities, antiquated work technics must continue, to prevent unemployment. Consequently dirt, rocks and concrete typically are carried by hand in small baskets, with only an occasional road making machine or steam shovel to be observed.

And what does all this have to do with education and schools? Here to me the answer is crystal clear. If America wishes to become indispensable to other nations, and to make a continuing and lasting contribution to their development, we shall have to see our country's role — economic, po-

litical, cultural and educational — as a unified whole. And it may well be that of these four the most important of all our contributions in the long pull will turn out to be the educational one.

Assisting another nation in its development has much in common with helping an individual with his personal growth. A nice balance and constant restraint are required if we wish only to *help* determine what are the nature and rate of desired change, as opposed to *dictating* what shall be the changes.

And it is just here that we have the advantage over some other nations, for our American philosophy (if not our practice always) is consistent with this concept. Our whole growing American educational ideology focuses upon ways by which we can develop the greatest individual realization of human aspirations, limited only by the necessary restraints dictated by the group's general welfare.

Accordingly, wise American policy in assistance or mutual aid programs ob-

viously must be faithful to this pattern of helping other nations set their new goals and then helping them to move toward realization of these goals. And selfishly we are justified in giving preference to implementing those new aspirations consistent with our own.

So preceding or accompanying economic and political assistance must come educational assistance. This is opportune for us, since the understanding of alternate values must go along with changes in philosophy and aspirations. Education explains why changes may be needed and how they can be achieved. And when there is growth and rethinking of values, there can be genuine lasting achievement. It is out of this that our basic advantage arises.

Our Great Hope Today

This appears to me to be our great hope and indeed our only one in this grim world of today. Our foreign aid programs will have to be rethought and redesigned in accordance with this

unified approach concept. We cannot afford to help build roads that no automobiles are yet in existence to use (except for necessary military purposes obviously). We should not help provide cement mixers faster than stone carriers can be absorbed into other occupations. We must not proceed too fast to seek support for "democratic processes" before people begin to see applications to their own aspirations and have initial satisfying experiences that provide a proper foundation for final success. Accompanying all this, we must help shape and develop existing foreign educational systems as much as we can to foster and smooth the way along the road to change and improved human living.

Never was there a greater challenge or opportunity for America than this one today. Only two great questions are involved. Is there time enough left? And, can we win the point that change and improvement are for the benefit of individuals, not the state?

The former has but one answer: There is both plenty of time and yet not enough. It is too late for some things, but there is all of time left for that which can yet be done. Much that still can be done must proceed slowly and at its own rate anyway.

To the second question we again have but one answer: This is the proposition to which our nation and we its citizens are dedicated. We lose everything for which America stands if we are defeated on this concept. On it we must fight to the bitter end, which it indeed will be for us if we lose.

Education Assumes New Dignity

In the light of the foregoing, education assumes a new dignity and importance in this world of ours. In this time of change we have a better opportunity to prevail than if things were static. New realignments are everywhere taking place: The Old World is not a solid geographic area any longer. It is our responsibility to make the best use of our resources and ingenuity to win friends to our way of life where we can, and not to alienate unnecessarily others who are slow to see what we covet for them and ourselves alike. It is a grand time to be alive and to be at work in education!

In the next newsletter I shall come to some more specific matters concerning foreign school systems as we encountered them on our trip. ■



Basic School children in India sweeping with own hand-made brooms. This is in the spirit of the Mahatma's idea of cleanliness, self-made implements, and involvement of basic concepts of living in school program.

A.A.S.A. Meets the Arts Creative and Performing



Convention's first representative of the "performing arts" was Dean F. Curtis Canfield, head of the drama school at Yale. The scene above is from world premiere at Yale last April of "J. B.," Archibald MacLeish's play about Job, now a Broadway sellout.

THE high seas of the human imagination broke over the Boardwalk at Atlantic City February 14 to 18 as school administrators of the nation had their chance, not to devaluate science, but to reevaluate the arts. It must be reported that not all the schoolmen took kindly to the immersion, but the majority rose from the waters with spirit refreshed.

Two or more times daily, creative or performing artists of stature and eloquence succeeded one another on the auditorium stage, using their own poetry, philosophy, music, dancing or design to enlarge audience perceptions, perhaps even to add a dimension to living.

Those schoolmen not carried away by the esthetic excitement could find delight in the statistics. Some 19,000 made this the largest registration in the history of American Association of School Administrators conventions, and another 3000 or more failed to register, officials believe. And when a large percentage of this badge wearing army invaded the two floors of exhibits they were looking at \$10

million worth of equipment and supplies. Collecting souvenirs was no one's major purpose. For five days, or the duration, there was sunshine in every exhibitor's smile.

The American Education Award for the year went to Joseph E. Maddy, head of the National Music Camp at Interlochen, Mich., an appropriate choice in the light of program emphasis on the arts.

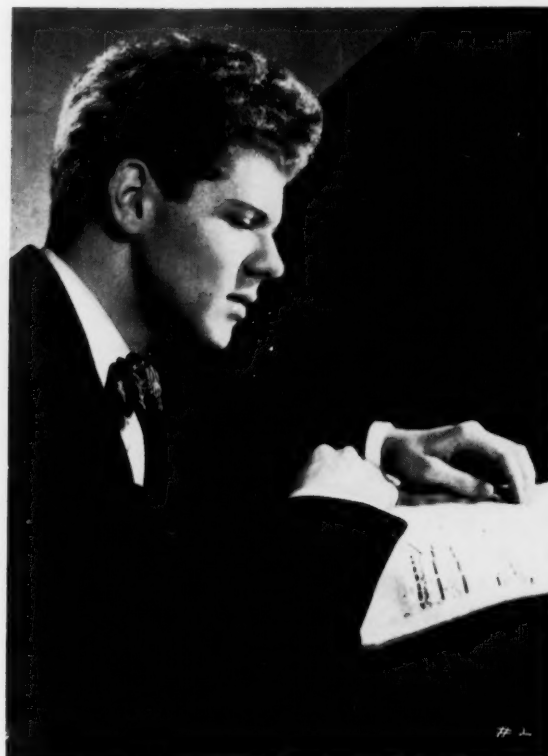
They Amended and Resolved

Resolutions were overshadowed by the balloting on the proposed amendment. The plan to require two years of postgraduate study before full membership in the association carried by a vote of 946 to 387.

Through resolutions adopted, the association:

- Commended President Trillingham, executive committee, and staff for emphasizing creative art in the convention program, rating it with math, history and science.
- Urged every school system to guarantee all personnel full political equality by means of written policies.

President Lee A. DuBridge of Caltech representing creativity in the world of science. Here he stands, as a much younger man, beside a solar furnace, giant collector and concentrator of the sun's rays. The furnace registers 5440° F., more than half the temperature of the sun's surface; it's hotter than the inside of a rocket. Largest of its kind, the entire system is mounted equatorially, and automatically tracks the sun. It weighs 5 tons. It is useful in studying the behavior of metals at extremely high temperatures, in studying heat transfer and cooling problems, and as a tool to melt certain heat resistant materials.



The Associated Exhibitors presented Van Cliburn, ambassador extraordinary to the Soviet Union.



- Announced its unalterable opposition to federal legislation that would place, with any national board or committee, authority to exercise control over schools or that would regulate the certificates of science, math or other teachers.

- Deplored the misuse of tests and misinterpretation of test data. Expressed fear of state and national examination results without due regard for the objectives of the school and the nature of the student body.

- Maintained that the kindergarten is an essential and integral part of a community's schools.

- Realized that "adjustment consistent with the Supreme Court ruling on segregation is a process, complex in nature and deep-seated in social and cultural conflict, which calls for calm judgment, tolerant understanding, careful planning, and concerted effort by lay citizens as well as educational leaders." Believed that this can be achieved "without abandoning those fundamental principles of public policy which have established the public schools as the one sound educational institution to be supported by public tax funds."

The Stable of Stars

The illustrious creators and performers of the arts who appeared at convention general sessions occupy two pieces of common ground: Most of them are teachers or have been teachers, and all of them, save President Louis G. Cowan of the CBS television network, are implacable foes of the banal. Mr. Cowan might be rated as a future foe, for tele-



Painter and lithographer, William A. Smith, stands beside a painting in progress in his studio in Bucks County, Pennsylvania. He has had one-man shows in Europe and Asia, as well as in the U.S.A. At the convention he lectured on art.

vision, as he made clear, is gradually broadening exposure to the arts from a few thousand people to millions.

Poetry Corner

John Ciardi, contentious critic of the *Saturday Review*, gave attentive schoolmen on Monday morning a definition they may never forget:

"A poem is one thing pushing against another across silence." In this, he gave them heaven. He also gave them hell, and in between he fed them spice.

"A school system is too rational," Ciardi, a self-styled practicing pessimist, said. "Most of the important things of our lives are not rational—marrying, begetting children, dying. How does your school system help people to marry, beget children, die?"

"If there were a plot to make children hate poetry, there couldn't be a better one than the way English is taught in our schools. The place to start with children is not Longfellow but light verse. This they can enjoy. It seems so effortless, light verse, like a juggler with his balls in the air.

"Poetry is never about ideas. A poem is about the experience of an idea. The schools have to deal with *is*. The arts exist in a world called *as if*. A world called *is* isn't enough. It takes a lot of *as if*ing to *is* yourself into place."

Each person is many persons, the poet and teacher said. We don't have enough years in our lives to inhabit all the worlds that are a part of us. An art form is a way of exploring the multiplicities with ourselves. Thus we can

reach these many worlds vicariously, enrich ourselves, and return the better for it.

"For example, the place to marry Madame Bovary is in a book. The covers in which we take her should be book covers," he declared.

Antithesis of Organization Man

Even as Ciardi insisted that a poem did not of necessity have meaning, William A. Smith, the Bucks County painter who followed Ciardi at the lectern, held that it is not important always to know what an artist is saying in a given work.

Like Piet Mondrian, the Dutch abstractionist, and Henry Moore, the British sculptor of the great "open spaces," the artist may be involved in pure visual research. He may be putting down the shapes and colors of his time, shapes that could not have occurred at any other time in history. Yet without these shapes the fabrics at our windows and the chairs that we relax in could never have been designed, said Smith.

The boy Smith used often to hitchhike the 60 miles from Toledo to Detroit to see his favorite Breughel, which was among the slides he showed of art from Caveman to Calder. The still boyish Smith hops from Tokyo and Manila to Istanbul, Athens and Milan for one-man shows. He was on the first cultural exchange to the Soviet Union, and he took time out at the start to disagree with the surprise speaker, Geoffrey Lloyd, British Minister of Education, who dropped in to deplore the U.S.S.R.'s emphasis on science.

*If I could only live at the pitch that is near
madness
When everything is as it was in my childhood
Violent, vivid, and of infinite possibility:
That the sun and the moon broke over my
head. . . .*

*I gave the moral answer and I died
And into a realm of complexity came
Where nothing is possible but necessity
And the truth wailing there like a red babe.*

Richard Eberhart

From "Selected Poems" by Richard Eberhart, Oxford University Press, Inc.

Richard Eberhart, Litt.D., came down from Dartmouth College to read and interpret some of his own poetry.

"Soviet education is training its guns on all types of education," Smith asserted, "including the arts."

Continued Water Colorist and Lithographer Smith: "The artist is the antithesis of the Organization Man. He is one of the few independent spirits left in our society. It is important for schoolmen and the public to understand what our artists are seeking. Let's not lose our respect for dreams and lapse into a culture of bigger TV screens, bigger cities, and more tranquilizers."

Birth of a Poem

"A profound artistic problem in America is that the best art is enjoyable only to the few. To understand it takes study. Yet art should be universal."

This was the lament of Richard Eberhart, American poet whose work is represented by five or six slender volumes and in several anthologies, including one compiled by Dame Edith Sitwell covering 800 years of poetry.

"Millions of Americans have never developed a taste for verse beyond that printed in the newspapers," Dr. Eberhart told a Tuesday evening crowd. (He is poet in residence at Dartmouth and holds an honorary Litt.D.)

"The most respectable good poet known to our people is Carl Sandberg, yet for the colleges he is too simple. The one elder poet who best combines the aristocratic and the democratic is Robert Frost. No such dichotomy existed in Shakespeare's England."

To read modern verse aloud and have it meaningful to vast reaches of people takes uncommon skill. Dr. Eberhart read a dozen or so of his own poems slowly, resonantly and with precise diction, and his introductory comments on the meaning helped measurably. Several of the poems awakened wide audience response, and each fell easily within his definition that poetry makes nice distinctions of meaning and feeling.

As to the birth of a poem, Dr. Eberhart finds his are based upon an experience that affects him esthetically and emotionally. At some later time and at some unexpected moment, he is able to synthesize the experience. When the poem is ready to be born, the birth comes quickly.

No Le Comprendieron a Limon

Stately and tragic, Jose Limon as The Moor (Othello) brought to a moving conclusion the dance presentation Monday evening. "The Moor's Pavane" was a beautiful example of Limon's choreographic and performing art, and the music by Henry Purcell was not an unfamiliar second medium as were the modern, though appropriate, scores in his earlier numbers.

To Limon's dancing there is ever a haunting quality, and his three principals and the corps de ballet were seasoned and sympaticos.

The Arena seating is poorly adapted to viewing a dance performance. Half the vast crowd was lucky to learn that the dancers had heads and shoulders. That they had feet too could be assured only from colossal shadows on the backdrop. This flat pattern was no service to the Limon



Choreographer, dancer and sometime college teacher, Jose Limon, with three members of his company, in the opening position of "The Moor's Pavane." His Atlantic City program consisted largely of his own compositions.

Company's three-dimensional action. Those on the balconies fared better, even though some of them were half-way out to Absecon.

Let's face it, a vast number of American school administrators are utterly unschooled in the dance, as well as in the modern musical idiom. This was one more evening of culture for them, with no Howard Hanson to ease the complexities. Like school boys at a highbrow assembly, some of them took to side or snide remarks and to snickers.

Fortunately at the intermission, either believing the program to have ended or deciding they had had it for one day, a few thousand swarmed down the ramps to the night salt air and to more congenial night spots.

That left a still large audience made up of the interested and the polite. The polite were well rewarded by the closing dance statement, eloquent, comprehensible and visually stamped on the memory.

Before the ballet, awards for distinguished service in school administration were presented to: John H. Boss-hart, former state commissioner of education for New Jersey; William Jansen, retired superintendent of schools, New York City, and DeWitt Waller, superintendent of schools, Enid, Okla.

Music Man With Three Trombones

A few there were who fancied they saw the genial shade of Walter Damrosch high above the Arena stage Sunday evening when Howard Hanson of the Eastman School of Music turned a charming "pop" concert into a demonstration of inspired teaching. The multithousanded audience that came just to listen found it was learning from a "pro" how to listen.

Dr. Hanson, an educator as well as a composer and conductor, asked any mundane-minded schoolman who might be present not to apply the word "frill" to music.

"If the study of Beethoven is a frill, so is the study of Shakespeare and philosophy and religion. Any nation that forgets the importance of the human soul does so at its great peril," he warned.

Call music a universal language if you will, Dr. Hanson said, but don't call it a simple language. It is of the greatest possible complexity, and to enjoy it requires study — of music as history and of music as creative expression.

With a new orchestra, the Eastman Philharmonia, composed of 75 accomplished music students and especially balanced for broadcasting, television and recording, Dr. Hanson illustrated with live sound his approach to listening through a framework of history and creative expression.

Perhaps the audience enjoyed most the last 12 measures from the delightful Hanson Children's Dance, for he broke the orchestra down into its choirs to play their separate scores before remerging them into the full orchestration.

Schools, Hope of Good Architecture

What type of school building should society demand?

John Stewart Detlie, Seattle architect, had this answer in his talk on architecture as a creative art:

"The discipline that society should impose is to require that schools have a clean, clear, orderly look, with added grace and attractiveness befitting a structure that houses the greatest of the humanistic arts — the art of unfolding the vision of young America."

Architect Detlie was mildly critical of the end product of schools so far as appreciation of good art in general and architecture in particular is concerned. Said he:

"With artists in turmoil for several generations, the public might be expected to find it difficult to retain any standards of judgment. This has been somewhat the case in spite of a system of education in which each child is subjected to the arts. Somewhere between kindergarten and the end of college the discovery is made by the student that art doesn't pay, is unimportant to our society, is not in our tradition. Thus the child reaching maturity in many things remains adolescent in the arts. Restless with the times, he cares less for the enduring value of beauty than the certainty that obsolescence guarantees a new model every year."

This outcome is unfortunate, Mr. Detlie observed, since "America was born with the idea that through the genius of a free people there should spring from this nation an outpouring of the peaceful arts to surpass any nation."

The Seattle architect told the school superintendents: "It is in your providence to create by your art of education



Composer and conductor, Dr. Howard Hanson, leads his Eastman Philharmonia here in one of his own compositions: Children's Dance from "Merry Mount," a few measures of which he has set down in his own hand for readers of The Nation's Schools, along with his autograph. Dr. Hanson's program ranged from Mozart to Hanson, as he demonstrated music as history and music as creative expression. The latter he broke down into style, emotional expression, movement, color, and form and color. "Merry Mount" falls under the color category.



At opening of A.A.S.A. exhibits were (l to r): Associated Exhibitors president, Richard C. Chapman, Mutschler Bros. Co.; Alfred Saseen, superintendent, Atlantic City schools; C. C. Trillingham, president of the A.A.S.A.

the architects, the clients, the builders and the whole fabric of society which can distinguish, demand, create and enjoy the fruits of the art of architecture. Some fine century hence, some prying archeologist is going to know whether anybody did anything at all about this challenge."

Calls Science a Creative Art

A lone scientist, President Lee A. DuBridge of Caltech, sat self-assuredly among the artists. "For 40 years," he told a rainy Saturday night audience, "I have lived under a growing certainty that science is one of the most magnificent, the most beautiful, and the most inspiring of the creative arts."

Dr. DuBridge hopes schools will quit killing the built-in fascination for exploration that the 10 year old in his space helmet enjoys. One teacher in whom the urge to explore has not been killed can bring to hundreds of students in any field "the thrill of learning, the excitement of finding out new things, the majesty and beauty of the human spirit. If we had a thousand such teachers, the whole intellectual climate of this country might well be changed in a generation," he predicted.

To Read a Play Isn't Enough

A dramatist, by profession, Dean F. Curtis Canfield of the Yale School of Drama, also pleaded that high school students be given a broader view of the drama than comes through literature.

"There is much more to a play than reading it," the dean declared. "Read Archibald MacLeish's 'J.B.' and then, on Broadway, see Elia Kazan's transformation of a static poem into a brilliantly dramatic piece."

Calling the theater "a fabulous invalid, always dying and always being reborn," Dean Canfield said that in no other age than this have such numbers of people experienced the theater—in the movies and in their own living rooms. The schools must make students critical of the fare offered them, he said.

"Colleges, universities—yes, even secondary schools can encourage young people to produce plays written with style and point by noted playwrights. Above all, they can see that students avoid those plays described as having

been written especially for high schools. These empty and artless contrivances are little better than soap operas, often much worse.

"The emotional part of our nature is an unknown land on our educational map. Man thinks, but he feels too. It is time we struck out boldly into this yet undiscovered country. And the theater, which subsists on emotions as well as ideas, is a broad avenue leading to it. For it is only among those peoples whose feelings have been refined to the point where they can fully enjoy the beauty that exists in the world that civilization and culture can persist and flourish," the dean said in conclusion.

Climaxed by Cliburn

To clinch the convention crown in the performing arts, Van Cliburn played the music the Russians loved at a remarkable performance on Wednesday evening. And he did it against the doctor's orders as he was suffering from an infected finger. This meant a complete change from the printed program but he did play the scheduled Mozart Sonata in C Major. A left-handed number told the audience that the painful finger was on the right hand.

So it was that the young American pianist raised by 6 feet plus the area of agreement between the Soviets and American school administrators and school exhibitors.

Fears Controls in N.D.E.A.

"Too much federal control of education in the National Defense Education Act" was the complaint of Edgar Fuller, executive secretary of the Council of Chief State School Officers, in a meeting on the general problem of federal support.

"It isn't the fault of the U.S. Office of Education," explained Dr. Fuller. "The fault is in the form of the law itself, because the act is a series of highly special aids that require federal controls to keep them special."

"A better law could eliminate these objectionable federal controls by providing that federal funds legally become state funds upon receipt by the state, and by holding the state responsible for their expenditures in accord with the federal law."

Make One Reorganization Enough

"Reorganization of school districts by mandate is not the most democratic method, said J. C. Wright, state superintendent of public instruction for Iowa, to an afternoon group. "Adequate reorganization is up to the people. But most people realize it's no longer a question of 'whether,' but of 'when' and 'how.'"

A main concern in Iowa and some other states today is that sights be set high enough so that it will not be necessary to "reorganize the reorganizations" because the initial consolidations have resulted in districts that are too small, with none of the benefits realized that combining present districts is intended to achieve, Mr. Wright asserted.

Good for Business?

Good business and good for business—that's an adult education program. However, Everett C. Preston of the New Jersey State Department of Education, told an afternoon discussion group that the adult program itself must be good, and it can't be without use of administrative

time, board money, and administrator-board-lay leadership as well.

Mr. Preston thinks that the adult program must be coordinated with the regular school program and that it must be continuously evaluated.

Supt. Henry M. Gunn of the unified school district, Palo Alto, Calif., made it emphatic that the board should have a stated policy about (1) the role of adult education in the community, and (2) the amount of money to be included in the program.

How Many Diplomas?

Should all high school seniors get identical diplomas on Graduation Day? Or are multi-tracked schedules leading to multiple diplomas better in our technological age? Which system is really the democratic one?

One discussion group worried over this symbol of high school completion. Supt. Paul A. Miller of Syracuse, N.Y., is a multiple diploma man and he advanced philosophic, psychologic, sociologic and economic arguments to support his stand. He held the single diploma antidemocratic on the ground that it tends to establish a single standard leading to an elite corps.

Prof. David B. Austin of Teachers College, Columbia, doesn't hold with breaking up youngsters into two, three or four groups and giving them different kinds of diplomas. Such a compromise is inaccurate and misleading, he contended.

However, Dr. Austin favors making available to legitimate inquirers the attitude, knowledge, skills and intelligence of the holder of the diploma. He's dead against tracking students in groups through specific and rigid curricular patterns on the basis of some measurement of intelligence or reading ability.

Thinking on the First R

Never say this again: "Children learn to read in the primary grades and read to learn in the upper grades." For research says it isn't so.

At Atlantic City this year the first of the three R's had a high place on afternoon programs, and when speakers spoke of reading they meant critical reading.

No one challenged Mary C. Austin, lecturer at Harvard, when she said that even before a child enters school he is being prepared for critical reading if his parents let him help make family decisions.

In kindergarten and in first grade classes, creative reading should predate actual reading. The children deserve a chance, Dr. Austin said, to anticipate story endings. And when they begin to read, the teacher must help them read "in technicolor and with sound effects."

Asserted Dr. Austin: "Without the ability to visualize the descriptive matter that occurs in story settings and the ability to find inferences about story characters, from 50 to 75 per cent of literature becomes meaningless."

Supt. Kenneth Lund of Oak Park, Ill., thinks all high school teachers need better preparation for teaching reading before most students will develop the skill to tap the wisdom of the ages through reading, observation and listening. It is the school administrator's responsibility to see that the youngsters are prepared to handle material with progressively greater levels of abstraction and com-

plexity of ideas. Often these technics are best taught by the subject-matter teacher in the class setting and in relation to the content where the skill is to be used.

Ability Grouping or No?

Split-level classes or homogeneous grouping, which brings better educational results? These alternatives were briskly debated at a Monday afternoon session.

Teacher Richard D. Batchelder of Newton Upper Falls, Mass., and Prof. Sarah Lou Hammond of Florida State University, Tallahassee, the opponents, happily agreed that they were speaking of ability grouping.

Mr. Batchelder, the teacher, likes to hear his superior students boast that they are "on their own," in expressing



President Lee W. DuBridge of Caltech and Orrin H. Smith, the teacher who first interested him in a career in science received the 1959 Golden Key Awards.



Two Fulbright guests from Pakistan were: Mrs. Mashkur Ahmed, inspectress of schools, and Rustum Divacha, first assistant, Parsi High School, from Karachi.



Supts. H. I. Willett of Richmond, Va.; Benjamin C. Willis, Chicago; John F. Fischer, Baltimore, and Secretary James E. Russell report for Educational Policies Commission.



Executive committee meeting included: Supts. Natt B. Burbank, Boulder, Colo.; Forrest Conner, St. Paul; C. C. Trillingham, Los Angeles County; J. Win Payne, Ponca City, Okla., and John S. Cartwright, Allentown, Pa.



At the Yearbook Commission meeting were: Maurice Seay, Kellogg Foundation; Supt. Archibald B. Shaw, Scarsdale, N.Y.; Secy. C. O. Wright, Kansas State Teachers Assn.; Dean E. T. McSwain, Northwestern University;

G. Robert Koopman, Michigan State Department of Public Instruction; Supt. James B. Kincheloe, Fayette County, Kentucky; Supt. T. Edward Rutter, Radnor Township, Wayne, Pa.; N. J. Commissioner Frederick Raubinger.

their satisfaction with ability grouping. Without ability grouping, the harried teacher lets her head-end kids do more work but many times it is more of the same, not something new and challenging, he charges.

One of the serious shortcomings in ability grouping, Mr. Batchelder admitted, is the tendency for the school to group students according to an all-or-nothing philosophy. It should work out that no student will be forced to play in the minor league in all subjects because he lacks ability in one.

The Florida professor of education's search of the literature appeared conclusive to her that verbal intelligence tests are unreliable as a single measure for grouping children, that ability grouping has not reduced the range of variation within a grade, nor has it made provision for individual differences. Moreover, her sources indicate that it has not brought superior learning results.

Interrogators and audience reaction revealed few fence sitters. They were for ability grouping or agin it.

The Insecure Superintendency

Why do superintendents—more than the public realizes—get fired? That question spearheaded a number of related subjects dealt with at one group session. A corollary query was: What should be the attitude of the superintendent toward a district that has given one of his fraternity "the gun"? Warned Richard B. Kennan, executive secretary of N.E.A.'s national committee for the defense of democracy through education:

"There are instances where a 'resigning' administrator was roughly treated by the school board, and where this was known to his fellow superintendents. Yet almost with haste four or five applicants began pressing for consideration for the vacancy. Superintendents should not accept appointments too quickly in such cases. They can't hold the respect of the public if they don't care what happened to the fellow who was there before."

Earle W. Wiltse, school superintendent at Grand Island, Neb., believes that most superintendents are fired for no good reason. Nevertheless, said he, an administrator is *less likely* to be asked to resign if he has the following six qualifications: (1) a sense of the basic goals and purposes

of education; (2) ability to sift out the most important problems and make decisions regarding them; (3) appreciation of the other person's point of view and adeptness at getting it changed; (4) willingness and capability to assume responsibility; (5) contagious enthusiasm in his work, and (6) courage to face the dark.

Considerations that contribute to a superintendent's downfall include the following, according to T. J. Jenson, professor of education, Ohio State University, Columbus: failure to build an effective school-community relations program, lack of competency and judgment, personality conflicts, position role conflicts, lack of adaptability to a new job situation, and political chicanery ("He's not bad, but we need a change." At times the wrong people get on the board.)

The Bright Side of Automation

The fearful and wonderful world of automation came in for attention at an afternoon session. John C. Sherry, professor at Pace College, told the audience that teachers and school administrators must use the machine process for their own advancement.

Logic is the basic tool of the new "information theory," Dr. Sherry said. "Feedback and communication, two essential elements in automation, are also present in teaching. The school's job is to teach the students how to think and how to know and apply first principles with communications as the language and logic as the method."

Guidance counselors should know that a high school girl graduate with a logical mind can learn "pseudo-coding" in a year or two. Then she can assist a programmer, the person who tells the electronic computer what to do and how to do it every step of the way. Companies in the electronics field will gladly help high schools set up a course in programming, Dr. Sherry said.

Confusion Is Normal

Mr. Educator, if you are confused, take heart. Confusion is education's task.

That's what the man from the Midwest Education Center, University of Chicago, said. Lawrence W. Downey holds that running a shoe factory is a relatively simple op-



Problems of A.A.S.A. School Building Commission were discussed by panel: Architect John W. McLeod, Washington, D. C.; Architect Charles Colbert, New Orleans; Supt. Robert S. Gilchrist, University City, Mo.; Shirley Cooper;

Chairman William H. Curtis, superintendent, Wallingford, Conn.; State Commissioner Charles F. Ritch Jr. of New Hampshire, and George W. Holmes, who is an associate professor of education at the University of Virginia.

eration. But running a school system is more than mere operation. The purposes and desired outcomes of the school are not clear and specific.

Mr. Downey described to an afternoon discussion group the Midwest Center's T.P.E. Opinionnaire, a study now in progress to measure the public's perceptions of the Task of Public Education in both elementary and high schools.

Preliminary results show that the public believes the teaching of "fundamental skills for acquiring and communicating knowledge" is the most important function of schools. Yet there were group deviations; some groups regard social development as the most important goal; others, moral training; still others, physical health and development. The study is being continued.

Building Problems Faced

Knotty problems faced by the A.A.S.A. School Building Commission were attacked by a six-man panel headed by William H. Curtis, superintendent of schools at Wallingford, Conn., and commission member.

In announcing the pending publication of a booklet on the school plant, to be authored by various commission members, Shirley Cooper, associate secretary of the A.A.S.A., said that an effort was being made to go deeper than has other literature in defining the physical environment desired for a school, beyond the usual mechanical and materialistic features of school climate.

Architect Charles R. Colbert, New Orleans, urged the adoption of a utopian scheme of what the school might be, and a visualization of the type of climate that would "lift" the children. A school building is beautiful when it is an expression of ideals to live by, rather than a mere enclosure, Mr. Colbert said. "The physical environment of the school does facilitate education; of this I am convinced."

Robert S. Gilchrist, superintendent of schools at University City, Mo., stressed these five considerations in schoolhouse planning: (1) The individual youngster must have opportunity to do some individual research, rather than be exposed to a ping-pong sort of relation between teacher and pupil. (2) The child learns and retains best

when he is interested, sees some sense in what he is doing, and is aware of a relation between the classroom and the outside. (3) Since there are individual differences in the child, planning must begin with the individual. (4) There must be an emotional tie-in if learning is to take place, since the child is a physical and social, as well as an intellectual, being. (5) Status can be given the teacher, a potent part of the environment, by providing a room where she can be away from her classes.

John W. McLeod, architect from Washington, D.C., said that poor relationships between members of the planning team nearly always are the result of a misunderstanding as to the role and degree of responsibility of various members. "And when there is trouble of this nature, the building results will be bad," Mr. McLeod stated. "We all know by now that good schools just don't happen." Another source of dissatisfaction is moving people into a new building "cold," without acquainting them beforehand with the potentialities of the structure.

Supt. William H. Curtis said that all too often architects still are not furnished adequate educational specifications. Among the types of information architects want most from the administrator, he explained, are: a statement of the school's educational philosophy; general characteristics of the community, including data regarding how local governmental agencies function; recreation and how handled; information on local industry and public utilities. Other facts solicited are: relation of the community to the school system, site characteristics, and the requirements of the physical plant.

George Holmes, associate professor of education, University of Virginia, said our greatest hope for keeping the schools in the hands of the people is the involvement of local people in a sound planning program, which is the responsibility of the local educational leadership to create.

Charles F. Ritch Jr., state commissioner of education for New Hampshire, declared that in the selection of a school site planning should begin with the child, even as in the case of the building interior. Once the school is up and in operation, the acreage should be put to intended use promptly, since to let it lie idle is an invitation to public criticism. ■

Principals Study and Demonstrate Ways To Obtain Quality in Education

LEO E. BUEHRING

OUR American educational system is the one conduit through which we can channel talent and bring it to bear on the problems of this country and the world; but we have allowed it to choke up."

Thus, Sen. Hubert H. Humphrey (D-Minn.) capsuled the current schools' problem for the 43d annual convention of the National Association of Secondary-School Principals, which met in Philadelphia February 7 through 11.

Quality in instruction — how to identify it and how it can be improved through the utilization of modern teaching techniques and tools — was the continuing concern of the sessions. Some 5700 secondary schoolmen from all 49 states, Hawaii and Puerto Rico searched daily for the precious ingredient within the framework of the announced convention theme: Secondary Education — Opportunity for All Youth.

"To spend only 3 per cent of the national tax income on education is a national disgrace, and it is time for schoolmen to get righteously indignant and start chewing on someone," declared Senator Humphrey, who in his own words has "not closed the door" to the possibility of his nomination for the presidency in 1960.

"What's come over us?" the senator queried and then supplied his own answer. He told the high school principals that our citizens today are thinking too much in terms of defense, rather than accomplishments. Advocating hard, "and I mean *hard* work," the senator declared that at a time "when our adversaries have trained down to meat and bones we ought to be willing to take off a little fat."

The senator advocated 46,000 federal college scholarships annually (two for each high school graduating class), based on merit rather than need.

For boys not going on to college and unable to find employment, the Minnesota lawmaker is proposing a Youth Conservation Corps, patterned after the CCC of the Thirties. Some 150,000 would be offered jobs with pay in "God's great out-of-doors, thus utilizing their restless energies and preserving the priceless energies of youth." To those who consider such a project too costly, the senator's answer is that our country will spend more than the needed funds for reform schools and penitentiaries this year, not to mention the less definable outlay related to juvenile delinquency.

Overview of Accomplishments

During convention week the association of high school principals did these things: diagnosed and sent back for final editing a "position paper" advocating the substitution of functional, aural-oral teaching of modern foreign languages for conventional textbook methods; viewed demonstrations of quality instruction with the aid of electronic



Cliff Robinson, newly elected president of N.A.S.S.P., plans for members of the organization a program that will aid them in becoming better educational leaders.

teaching aids; made a searching analysis of the implications of national and state testing programs for the curriculum, the student, and the school; conducted 61 discussion groups on many phases of the high school program, with as many as 23 sessions meeting concurrently. Members also acquainted themselves with the various titles of the National Defense Education Act of 1958, received the second publication of a commission on staff utilization, applauded superb speakers, enjoyed outstanding musical performances.

At the annual business meeting delegates elected Cliff Robinson of Oregon president, moved up other officers, chose Samuel M. Graves of Massachusetts as their new executive committeeman. They approved St. Louis as the 1962 convention city, after deciding on Portland, Ore., in 1960 and Detroit in 1961. By resolution they restated the association's position that lists of students and personal information about students should be "afforded all possible security against exploitation and solicitation."

Toward the close of the meetings members learned of the pending resignation of Paul E. Elicker, executive secretary

of the N.A.S.S.P. since 1940. Dr. Elicker's successor at the close of this calendar year will be Ellsworth Tompkins, present associate executive secretary.

President Is Interviewed

Asked to comment upon the preoccupation of the convention with quality education and how to attain it, President George E. Shattuck told *The Nation's Schools*: "Above and beyond other societies, Americans have demonstrated their willingness to promote quantity education — equal educational opportunities for all children. The next step is *quality* education for all the boys and girls who presumably have equal opportunities for learning."

Do Americans really want quality education? And are they willing to make the necessary massive effort needed to pay for it? President Shattuck, who is principal of Norwich Free Academy, Norwich, Conn., says Yes. In his opinion there has been a definite revival of interest in the quality of educational content, teaching technics and skills, and learning aids.

It must be understood, however, Mr. Shattuck states, that not all young people are equipped emotionally and mentally to assume an educational program of equal quality. The quality goal must be on different levels, in line with the gamut of students' capacities, he believes.

Hearing-Seeing-Teaching

Undoubtedly the major departure from conventional convention programming was demonstration of how quality in instruction can be improved through the use of modern electronic and mechanical teaching aids. The no-speeches, question-and-answer type of presentation constituted the annual report of the N.A.S.S.P.'s commission on the experimental study of the utilization of the staff in the secondary school, of which Lloyd S. Michael is chairman and J. Lloyd Trump is director. It had all the suspense and drama of a manufacturer's unveiling of a new "line."

Materials for the presentation had been prepared by teachers across the nation, and manufacturers had supplied equipment without charge or at reduced rental. Even so the "show" expenses added up to about \$7000, including the cost of special sets and drops. Participating were some

hundred schoolmen and women, students from several high schools, and union professionals who "stood by."

Along the outer aisles of the darkened auditorium glowed the greenish eyes of 10 TV viewing screens. Above was a jumbo screen for the overhead projector. Used were the very materials, devices and technics which the participants were advocating should and could be used in the schools.

Procedures were aimed primarily at the improved use of the high school staff teams and the achievement of basic educational purposes with larger than usual groups.

Endorse Aural-Oral Language Learning

At two buzz group sessions about a thousand members dissected a tentative "position paper" on the functional teaching of modern foreign languages, as opposed to textbook learning. Such revisions as were indicated will be incorporated in a final statement of recommendations, to be published later this year. The tentative position maintains:

1. A modern foreign language should be taught functionally, with initial emphasis on hearing and speaking, rather than on language structure.

2. The aural-oral approach to language learning involves the use of electronic equipment, benefits from "language laboratory" facilities.

3. The foreign language studied should be the language of the classroom at least 90 per cent of the time; English should become temporarily inactive. Translation should be avoided in the early years. Grammar should not be studied, but acquired by imitation, repetition and use of patterns. A language class should be a lifelike communication situation. Frequent testing should determine comprehension.

Who should study foreign languages? The committee recommended that elective courses should be available to all interested and capable students, to begin with the first year in attendance at secondary school. A three-year sequence in the same language is the shortest that can be expected to produce worth-while results.

What About Testing?

"It requires no prophet to predict that testing programs are here to stay. Federal money granted through the N.D.E.A. will hasten the process." That was the prediction

As of March 1, the N.A.S.S.P. executive committee comprises the following, seated (l to r): Samuel M. Graves, newly elected director; James D. Logsdon, second vice president; Cliff Robinson, president; James E. Nancarrow,

first vice president; Paul E. Elicker, executive secretary; John M. Sexton and Eugene S. Thomas, holdover directors. The fourth director, Calloway Taulbee, was not present when this picture was taken.





Announcement was made at the convention of the retirement of Paul E. Elicker, N.A.S.S.P.'s first executive secretary, at the end of 1959. Dr. Elicker, who has served since 1940, will be succeeded by Ellsworth Tompkins (left), associate secretary for administrative services.

of John M. Stalnaker, president of the National Merit Scholarship Corporation, Evanston, Ill., the first speaker of a panel discussing the implications of national and state testing programs as "an impending crucial issue." When interpreted correctly, tests can be of great help in making education more effective, Dr. Stalnaker stated; but a problem for the schools is to control the duplication of testing programs without giving any one group a testing monopoly.

Henry Chauncey, president of Educational Testing Service, Princeton, N.J., pointed out that many studies support the conclusion that tests administered in junior high school years are about as predictive of future success in college as are those administered toward the close of the senior high school. It is important, however, that test results be balanced against other information the school records supply and against the judgment of teachers.

David B. Austin said that the current trends in secondary education had "created a climate which is sending cold chills down the backs of many devoted and effective teachers and administrators. Many of us are concerned that in rallying

around the Carnegie-credit-spangled flag of preparation for high school and college we may lose sight of some of the other important and pressing loyalties."

Charles E. Bish, director of N.E.A.'s project on the academically talented, reminded the principals that even good students cannot do well on standardized tests if the items tested for are not included in the particular school's course of study. Thus, those tests should be chosen which as nearly as possible correspond to curriculum content, he emphasized. Dr. Bish stated that time is well spent if the test scores help the teachers to understand pupils better.

Addresses, Too, Feature QE

Pronouncements of the speakers also orbited around the quality education theme.

At the opening session Allen H. Wetter told delegates that: "In 1959 we need to remember that the Declaration of Independence was signed in dark days by uncommon men, all making the most of their intellectual resources, even as we should today."

The superintendent of Philadelphia public schools urged the delegates to approach their deliberations in the spirit of the historic setting of Penn's Green Country Town, in which the convention was being held. He pleaded with the principals to strive to instill in their students a love of excellence. "Show me a good school," he challenged, "and I'll show you a dedicated, untiring principal to whom the community is indebted for guidance, leadership and inspiration."

In his keynote address, William H. Cartwright declared that knowledge is "the surest basis of public happiness," taking his title from Washington's first annual address. Stating that never does there seem to have been so much confusion about the purposes of education (although discussion goes back to Aristotle), he said a unique purpose underlying American education is to produce citizens who will perpetuate and improve a free society. Then the chairman of the department of education at Duke University, Durham, N.C., predicted: "And, though rockets reach the stars and nuclear warfare threatens to destroy mankind, if we lose sight of the primacy of the purpose of this American dream it will never be realized and the last best hope of man will perish."

Education and the problems of communication was the subject of the banquet address delivered by Erwin D. Can-

Personalities seated at the gold-draped banquet table were (l to r): William T. Bean, chairman, Philadelphia convention committee; Mark N. Burkhart, president, Pennsylvania A.S.S.P.; James E. Nancarrow, N.A.S.S.P. second vice president; Margaret W. Efraemson, presi-

dent, Department of Elementary School Principals, N.E.A.; Charles H. Boehm, Pennsylvania state superintendent of public instruction; Mrs. George E. Shattuck; Erwin D. Canham, editor, the *Christian Science Monitor*, banquet speaker; George E. Shattuck, president, N.A.S.S.P.



ham, editor of the *Christian Science Monitor*. Said Mr. Canham: "America has been untrue to itself by seeming to serve materialism alone. The solution: Our true and traditional values we can and must restore by gaining a better understanding of the meaning of our triumph over material elements." Action by voluntary organizations such as N.A.S.S.P. is a powerful alternative to statism and socialism, Editor Canham thinks.

Sam Levenson, nationally known TV humorist, concluded a recital of "witticisms" with a short discourse on "the heartaches of trying to be intelligent" on the networks, "because intelligent people don't respond." The former high school teacher told the principals that program ratings are accepted as the indices to program popularity, and until intelligent people begin writing in to express their appreciation to the producers, the possibility of increasing the number of high quality offerings is limited. He chided the schoolmen mildly for not directing the children to good programs, urged that program reports, with credit, be made part of class assignments.

On Sunday evening the **Rev. Dr. Raymond M. Kistler** urged the high school administrators to use the Bible as "a textbook for life" rather than as a "compendium of all the intelligence of the ages," which he said it was not. The president of Beaver College, Jenkintown, Pa., stated that, if those dealing with children accepted the Scriptures as the infallible guide to faith and practice, their hearts and spirits would be recharged so they could offer better guidance to the students who come to them for counsel.

"Education is to democracy as fear is to tyranny," was the theme from Plato for the address of **Harry C. Kelly**, assistant director of the National Science Foundation, Washington, D.C. As a member of the team that visited Russia, Mr. Kelly said he was "greatly impressed by the Soviet determination to excel and by the tremendous and dedicated efforts to prepare for the new scientific and technical age." The fellowship program of the Foundation, he stated, is limited to offering some 15 per cent of American secondary school teachers of science and mathematics an opportunity to improve their scholarship.

The basic intent and purpose of the National Defense Education Act in a very real sense is summed up in the association's convention theme, "Opportunity For All Youth," **Lawrence G. Derthick**, U.S. Commissioner of Education, told the delegates. Dr. Derthick discussed the effect of



President George E. Shattuck (l.) greets a former high school teacher, Comedian Sam Levenson. Mr. Levenson urged schoolmen to direct pupils to good programs and to write to networks about programs they appreciated.

various titles of N.D.E.A. on high schools, stressing their scope and possibilities as set forth in his article in the February issue of this magazine.

For solid content, delegates rated high the luncheon address of **William C. Kvaraceus**, director of N.E.A.'s juvenile delinquency project, on leave as professor of education at Boston University. Speaking on meeting the serious behavioral problems of junior high schools, where delinquency begins, Dr. Kvaraceus reached these conclusions: The junior high school by itself can have little effect on the more serious problems of youth; it must coordinate its efforts with those of the church and other community agencies. The junior high school will become a more effective unit only when it convinces the pre-delinquent and the delinquent that it likes him, wants him, is interested in him.

Inverting the punch line of a yarn about the village philosopher, **Monroe E. Spaght** asked the educators: "If we're all so goldarned rich, why ain't we smart?" The executive vice president of Shell Oil Company assured the schoolmen that they would be surprised how honestly industry wants to help in bringing as much education to the individual as he can profitably use and to back up efforts to improve methods and levels of scholarship. (Cont. on p. 78)

Other V.I.P.'s at the banquet included (l to r): Sam Levenson, radio-television humorist; Mrs. Cliff Robinson; Allen H. Wetter, superintendent of the Philadelphia public schools; Mrs. James E. Nancarrow; First Vice President Cliff Robinson (newly elected president); Msgr.

Edward Reilly, superintendent of Philadelphia diocesan schools; William H. Cartwright, chairman of the department of education, Duke University, and keynote speaker; Paul E. Elicker, N.A.S.S.P. executive secretary, whose impending retirement was announced.



"By command of his sponsors," **George Z. F. Bereday** of Columbia University's Teachers College repeated his oft-given lecture under the new title, "How Adequate Is American Secondary Education?" The professor of comparative education, who described himself as a Polish immigrant, pleaded with deep emotion for the continuation of our system of equal educational opportunity for all.

1959-60 Executive Committee

In addition to the incoming president, **Cliff Robinson**, the N.A.S.S.P. official family as of March 1 is:

First vice president, **James E. Nancarrow**, principal, Upper Darby (Pa.) Senior High School; second vice president, **James D. Logsdon**, superintendent-principal, Thornton Township High School and Junior College, Harvey, Ill.; director, **Samuel M. Graves**, principal, Wellesley (Mass.) Senior High School; holdover directors, **Eugene S. Thomas**, principal, Central High School, Kalamazoo, Mich.; **Callo-way Taulbee**, principal, Artesia (N.M.) High School, and **John M. Sexton**, principal, Northeast High School, St. Petersburg, Fla.

Presidential Periscope

Looking forward to the new administrative year, President **Robinson** told *The Nation's Schools*: "Our association of 21,300 members, in 66 state associations, is entering an era of changing emphasis. N.A.S.S.P. has been in a period of transition in recent years, away from the mechanistic and membership promotion type of activities. From here on in emphasis increasingly will be on programs to aid member principals in their work of supervising and improving instruction. Some research projects may be undertaken."

Dr. Robinson said that high school principals are leaving the business manager type of activities to become genuine educational leaders. He explained:

"The characteristics of the times demand this. Since secondary education is costing more and more money, it increasingly becomes necessary that the schools provide an efficient instructional program. With the counsel and assistance of leaders in other disciplines, it will be our association's aim to provide its member principals the type of assistance they need today, when leadership involves enlightened competency, rather than mandate." ■

School Boards Hear Conant and Stevenson

SYLVIA CIERNICK

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IMPROVING EDUCATION — a Free People's Responsibility" was the theme for the National School Boards Association annual convention in San Francisco, January 25 to 28, and a cross section of American leadership was on hand to add realism to this declaration.

Spokesmen from industry, agriculture, labor, politics and education poured forth their solid support for public schools, their esteem for citizens serving on local governing boards, and their solutions for school board problems.

The 3500 registrants shuttled between the civic auditorium and exhibit hall, where general sessions were held, and the Sheraton-Palace Hotel, where official delegates convened and small group meetings were scheduled.

Audience participation was increased through this year's convention innovation. General session audiences divided into eight groups to discuss the ideas and challenges presented by Monday afternoon and Tuesday morning speakers. School board members also seized their chance to ask questions and exchange opinions on major issues and problems Monday night when 11 special section meeting rooms were packed to capacity despite the competition of San Francisco's famed restaurants and night life.

Throughout the four days, board members were told what the nation's school problems are, and each speaker reminded them that they and their communities held the only keys to solution of most issues. Though specific blueprints were lacking in most presentations, delegates were sent home with assurance that they are responsible for the kind and quality of education in their communities, and that judicious haste to improve instructional programs and solve the mounting financial crisis is imperative.

Statesman Keynoter

Listed in the program as "Adlai Stevenson, Libertyville, Ill., and introduced as an "American statesman," the keynote speaker carried the simple identification even further by referring to himself as an "ex-politician."

Declaring that the hopes of democracy demand every citizen to be educated to the limit of his capacity, Governor Stevenson challenged school board members to overcome "the anti-intellectualism of so many communities, the inertia of so many pupils, and the poverty of so many schools."

He explained that because education never has had priority among the uses to which "we can put our individual time, thought and energy, nor even a priority on the list of alternative uses for our tax dollar, scholars and educators don't enjoy the social and economic status that most countries — especially the Communist — have accorded them."

Mr. Stevenson predicted that costs of education will rise \$15 billion annually within 10 years, and declared that "with the best will in the world, state and local governments cannot do the educational job unaided."

Saving his strongest appeal for increased respect to be accorded intellectual excellence, the keynoter pointed out that "education, like politics, is just a reflection of the prevailing attitudes and ideas of the adult community. Don't those of us who emphasize cost too often prevail over those of us who emphasize value?" he asked.

"I conclude that it is we the people, we the parents, we the community that are most to blame for failures of our education. If in their homes and their environment outside the school the children are indulged, how can the school be expected to turn out a better product? Courses

Robert E. Willis, new president of the National School Boards Association, talks with (l to r) Theodore C. Sargent, second vice president; Carl Munck, immediate past president; Roy O. Frantz, first vice president, and William A. Shannon, who is executive secretary.



that are taught will not be independent of the feelings, attitudes and demands of the surrounding community. And if colleges give scholarships to boys with coordinated bodies rather than to those with coordinated minds, what will a student value?"

Industry Has Spokesmen

Industry's two major spokesmen at the convention were not agreed about the sources for the aid which Governor Stevenson said states and communities would need to defray the increasing costs of education.

Because so many school board members are businessmen or active in industry, John E. Hull, president of the Manufacturing Chemists' Association, suggested that school board associations should work toward obtaining for secondary education some of the same support business and industry are giving today to higher education. "Industry would be willing to give much more help in this area if practical methods could be worked out," he said.

Henry J. Kaiser Jr., director and vice president of Kaiser Industries Corporation, was more specific. "I feel that it is quite possible to maintain local control and at the same time make use of greater federal support for the nation's school program," he said. "To close our eyes to this source of revenue may well be to court the very thing we are trying to avoid."

Speaking at the annual banquet in Sheraton-Palace Hotel's historic Palace Court, Mr. Kaiser told an overflowing audience: "While the adult population of this country goes on promoting for itself an ever-growing life of leisure, it asks its children and its children's teachers to buckle down and work harder than ever in order to save this 'leisure' from the discomfort of destruction. Instead of asking for leisure that we can use constructively, we have asked only for leisure," he added.

Having served as chairman of the Good Schools Committee of Oakland, Calif., when new finances were being sought, Mr. Kaiser told the board members that "if you are to seek support of the public, you must seek this support on a continuing year-round basis."

Agriculture and Labor Give Views

Insisting that "financial support always implies control," Charles B. Shuman, president of the American Farm Bureau Federation, expressed his organization's staunch opposition to federal aid to education, but voiced fear that farm property bears a disproportionate share of school taxes.

Minimizing school housing shortages but stressing the importance of improved teaching and local control, President Shuman advocated adoption of merit pay systems as a major school board responsibility and warned school board members not to abrogate their responsibilities to school administrators and professional educators.

Labor's recognition of the urgency to support education and its willingness to provide leadership was described by James B. Carey, president of the International Union of Electrical, Radio and Machine Workers.

Citing doubling or tripling teachers' salaries as one of the major needs, Mr. Carey called on the labor movement to use its influence to coordinate such organizations as parent-teacher associations, civic leagues, religious bodies and citizen associations in obtaining financial aid, adequate teacher salaries, and sufficient teachers for quality education.

Mr. Carey and Mr. Kaiser agreed on the logical source for the increased money: in federal aid.

Dr. Conant's Final Report Isn't Final

Specific analysis of needed secondary school improvements was contributed by that scientist-educator, James B. Conant, president emeritus of Harvard University. Dr. Conant completed his two-year study of the American high school by making his final and official report at the convention, but he revealed that American education will undergo at least another year of scrutiny through his scholarly eyes.

Dr. Conant said he has not decided in which area he will continue his study of American education. It might be the junior high schools, Grades 7 and 8, with some study of the elementary grades, or he might take a look at the junior and community college programs of the country.

Dr. Conant's final report to the school boards association took the form of 16 questions on high school organization

and curriculum that a school board might well ask its superintendent. The question method fits Dr. Conant's belief that "one of the main functions of a board of trustees of a school system or a university is to ask searching questions of the responsible administrative officers."

Two conclusions in his final report differ from those in his interim report given at the school board convention in Miami last winter:

1. He advocates abolishing the practice of ranking the graduating class according to the grades in all subjects. "I am convinced," he said, "that this device tempts the bright student to elect easy courses in which an 'A' is sure."

2. He is skeptical of the attempts to evaluate a high school by its "holding power." He said the type of community has as much influence on the holding power of the school as does the effort of school officials.

In answer to the question, "What new points of view do you have as a result of the study?" Dr. Conant said that his personal visit to 55 schools and study of another 48 introduced him to the whole area of vocational education and the real purpose it is serving. "In many instances I was thrilled by what I saw."

The extent of the differences between states and even greater differences between communities was another discovery that has led him to emphasize this: "If the American people are going to talk sensibly about their schools, they have got to give up the habit of trying to talk in general terms."

New points of view on foreign language teaching were also formed when he discovered too many students without ability attempting to study a language, and the capable student studying a language for too short a time.

Professional Preparation of Teachers

William G. Carr, executive secretary of the National Education Association, presented board members a specific program to meet shortcomings cited by several of the other speakers.

After elaborating on what he termed the four ingredients of teacher preparation — broad general education, expertness in the chosen field of instruction, mastery of teaching techniques, and familiarity with how children grow and learn — Dr. Carr gave four lines of action by which school boards and their associations could assist:

1. Insist that the institutions from which you recruit teachers are of high quality, to be determined through accreditation.

2. Accept only fully prepared applicants as teachers in your school system.

3. Work for reasonable standards of certification in your state.

4. Establish the status of teaching at such a level as to attract and hold an increasing proportion of the ablest young people.

"If conformity and uniformity are impressed upon the citizens of this country, and on their children and their schools, then the destruction of democracy and enslavement of a free people will follow," Carl Munck, outgoing N.S.B.A. president, told the convention delegates.

He urged "local communities to provide the best possible education for all the children of this nation, and to reject any system that would offer some children a first-class education but would give the majority an inferior one."

Association Business Conducted

In reviewing growth and current status of the association, Mr. Munck reported that, for the first time in many years, N.S.B.A. has been able to operate within the income of its own budget. The organization now has a full-time staff of three executives, plus stenographic assistance, in its new home in Evanston, Ill., adjoining the Northwestern University campus.

The location permits N.S.B.A. to work closely with the university in carrying out activities of the Center for School Board Studies, approved by the directors last year. The center will begin operating in the near future to provide advice and assistance to state associations of school boards.

When asked how the organization is progressing since formal organization a short 10 years ago, the association's officials point out that they have reached maturity, are no longer in the organizing stages.

The last year has been a year of consolidation and planning for the many projects now ready to get under way. From a convention attendance of 53 members in 1949, the association has grown until this year attendance reached 3500 members and guests, including representatives from Hawaii and Alaska. Many board members were accompanied by their superintendents. This was particularly true in the California delegation, which again topped the states with 1150 registrants. Illinois and Pennsylvania followed.

The delegate assembly for the second year stated its approval, through formal resolution, of continuance of the federal School Lunch Program at its present level of financial support.

Through formal resolution it also urged local boards to plan carefully so as to get the dollar value and optimum educational value from school building programs.

A resolution, presented without recommendation, calling upon the N.S.B.A. to oppose the extension of the principle of federal aid to education was voted down. Resolutions either for or against federal aid have been presented for the last several years and have always been voted down.

Other official action included the adoption of a policy statement on school district reorganization which commits the association to unified school district organization encompassing Grades 1 through 12 with kindergarten and junior college years provided in communities that desire them.

New Officers Chosen

The election of officers saw Robert E. Willis of Bradenton, Fla., move from the first vice presidency to the office of president. Mr. Willis is a practicing attorney who has served as president of the Florida School Boards Association, treasurer of the Florida Junior Chamber of Commerce, and a member last year of the Florida Tax Council appointed by the governor. Since 1947 he has been a member of the Manatee County School Board, of which he has been chairman since 1951.

Other new officers are: first vice president, Roy O. Frantz, Pueblo, Colo.; second vice president, Theodore C. Sargent, Swampscott, Mass.; new directors: Robert Harry, New Canaan, Conn.; J. V. Vittitow, Owensboro, Ky.; George P. Whitman Jr., College Park, Ga.; Mrs. J. F. Lucas, Omaha, and Keith Lesh, Anchorage, Alaska.

Ten other directors and the treasurer remain in office.

Next April the association will meet in Chicago. ■

Provisions of Murray-Metcalf Bill

N.E.A. endorsed bill would provide federal support for schoolhouse construction and teachers' salaries.

GLEN ROBINSON

Assistant Director, Research Division, N.E.A.

THE priority that its proponents hope to achieve in the 86th Congress for federal financial support for education is evidenced by the number reserved for the Senate version of the Murray-Metcalf bill, introduced in the U.S. Senate by Sen. James E. Murray (D.-Mont.). The number is S. 2. The House version of the bill, introduced by Rep. Lee Metcalf (D.-Mont.), is H.R. 22.

Labeled the "School Support Act of 1959," the bill would provide grants to the states for public school construction and teachers' salaries or a combination of these two purposes, as each state sees fit. The bill is substantially the same as the Murray-Metcalf bill that was before the 85th Congress, but has been somewhat streamlined.

Appropriations per Pupil

S. 2 authorizes appropriation, in the fiscal year beginning July 1, 1959, of \$25 for each child of school age (from 5 to 17 inclusive); \$50 per child the second year; \$75 per child the third year, and \$100 per child the fourth year and each year thereafter.

This authorization would amount to \$1.1 billion for the first year; \$2.2 billion for the second; \$3.4 billion for the third, and \$4.7 billion for the fourth.

"These are large sums of money," Senator Murray told his colleagues in introducing the measure. "They are large because the need is great."

The senator continued his introductory remarks with the following words: "Right now the nation has a shortage of more than 135,000 classrooms. Based on an average construction cost of \$40,000 per classroom, as estimated by the U.S. Office of Education, \$5.4

billion is needed merely to construct the classrooms needed during the present school term.

"There is also a shortage of approximately 135,000 teachers. We need that many teachers to reduce class sizes to manageable proportions, for replacement of retiring teachers or others leaving the profession, for increased enrollment, sufficient additional staff trained in particular fields, such as mathematics and science, and to replace persons who are unqualified to teach. . . .

"Some persons hold that state and local spending for schools is inherently good and that federal spending is inherently bad. This fallacy is cultivated by the self-interest groups that have as their primary goal the reduction of taxes, regardless of what may happen to our school system. Some of the same persons regard a balanced federal budget as a sacred thing, but look the other way when it is pointed out that some state and local governments are in much worse shape financially.

"Between 1948 and 1957, state and local governments increased revenues by 119 per cent, but their bonded indebtedness increased by 182 per cent. During the same period federal revenues increased 81 per cent, but federal indebtedness increased only 7.2 per cent."

N.E.A. Endorsed Bill

The N.E.A. Representative Assembly last July overwhelmingly endorsed the principles of federal financial support for education embodied in the Murray-Metcalf bill.

The proposed measure, which has 30 co-sponsors in the Senate, is devoid

of federal controls over either the curriculum or the operation of schools. The measure is designed to *strengthen* state and local control of schools. The preamble to the bill contains this significant statement:

"The Congress strongly affirms that the control of the personnel, program of instruction, formulation of policy, and the administration of the nation's public elementary and secondary schools resides in the states and local communities. The Congress also affirms that a major portion of the responsibility for financing the costs of these schools resides in the states and local communities.

Need Sufficient Finances

"However, the Congress recognizes that without sufficient financial resources at their disposal to provide necessary educational facilities and to employ competent teaching personnel, the control of our nation's schools is not directed by state and local school boards but is dictated by the harsh demands of privation. Without the means to pay for alternatives, school boards have no freedom of choice.

"In order to provide state and local school boards with actual, as well as nominal, control of schools, the Congress has the responsibility for appropriately sharing in their financial support. The purpose of this act, therefore, is to provide federal financial support to help meet both the immediate and continuing problems of financing adequate school facilities and teachers' salaries and thereby to strengthen the schools of the nation."

The following is a digest of the Murray-Metcalf bill. (Cont. on p. 125)



STUFF OF HEROES

IN ORDER to obtain materials for a series of articles on "Careers of Danger and Daring," a reporter was sent to interview the man in the circus who was daily shot from a cannon.

"How can you possibly stand all the noise and confusion, knowing that any minute you may be catapulted into the wild blue yonder?" asked the reporter in awe.

"I had unusually rigorous physical and mental training," replied the hero proudly. "You see," he added, "I served as a school bus driver until I lost my nerve."

ADMINISTRATIVE LONGEVITY

PROFESSIONALLY speaking, the average school administrator lives longer nowadays than he used to, or at least it probably seems that way to him. A study made a few years ago of the professional longevity of school administrators shows that in 1920 the community span of superintendents was three years and three phases: Phase 1 (the honeymoon period) included inauguration of the administrator, welcoming dinners, service club speeches, and meeting nice people. Phase 2 (the indeterminate time—six months or less) covered inauguration of building program, ulcers, ties and similar differences of opinion. Phase 3 (the end period) witnessed the termination of the building program and the superintendent.

Today is different. Several cases on record show that a superintendent has existed through repeated bond issues, building dedications, and other arguments. Whether this is because he has learned how to cuddle citizens committees or whether the community has been too worried about the stock market is beside the point. The fact remains that the survival rate of school superintendents has spectacularly risen more than a tenth of 1 per cent in the past decade.

This is a most encouraging professional development and augurs well for education. Boards of education seldom realize that even a super superintendent is not worth much in less than three years. It takes at least that long for an administrator to learn bus routes, settle his former

garnishees, and get credit cards for a down payment on a domicile.

In an attempt to increase this span of occupancy, Educational Opinions, Unlimited (Theopolis Diddle, president) has just completed a study of pedagogical longevity that is of utmost importance to school superintendents. The survey, which employed questionnaires, public polls, and personal interviews, was particularly difficult, inasmuch as all the longer-lived candidates lived in communities of less than 5000 population and they were a cagey lot, refusing to answer questionnaires or express opinions about anything. There may be a correlation between these qualities and the length of pedagogical tenure.

The survey shows that, in order to survive for an appreciable length of time in any community, a school administrator must be epidermically tough, psychologically gregarious, mentally alert, morally courageous, and definitely ubiquitous. Inasmuch as these characteristics demand considerable skill, they deserve some explanation:

1. An on-going superintendent must be epidermically tougher than the waxed paper on a package of crackers. He must be able to ignore anonymous letters, midnight phone calls, and repeated challenges to duels. He must lightly pass over aspersions cast on his personal appearance, scholarly attributes, common sense, wife and children. At the end of his first year if he receives an unsigned letter saying, "Happy Anniversary — It May Be Your Last!" he should regard it as a jolly joke on the sender.

2. A successful administrator must be psychologically tuned to barber shop singing. He must believe in elves, fairies and Santa Clauses. In the business of school teaching, it is equally important to understand the thinking of a sensitive child, a juvenile delinquent, and a minority member of the board of education. They may have much in common.

3. A long-lasting executive must be physically fit and immune to measles, mumps, chicken pox, high blood pressure, and tension. The Diddle Study proves

that only the strongest, quickest and liveliest superintendents survive.

4. A slow burning schoolmaster must be socially gregarious. He should like as many people as possible, which, at times, is exceedingly difficult. It is always a big help to know all dogs, cats, canaries and guppies by their first names. This may seem impossible in a city like Chicago or New York, but it would help even there.

5. A pedagogue with staying power must be mentally alert. The Diddle Survey proves conclusively that, while not as important as physical agility, mental alertness increases the administrative span to a considerable degree.

6. An everlasting educator must be ubiquitous, i.e. possess the ability of being everywhere at the same time. This quality will give him the opportunity to handle the complaint department, supervise the classroom, and shoot the school architect simultaneously.

We recognize that few school administrators can reach all of these desirable standards. Those few who succeed, however, may someday be richly rewarded by a testimonial dinner at which they are presented with appropriate travel bags and an airplane ticket to the Virgin Islands.

GAMBLING CONTRIBUTIONS

AMONG the more realistic contributors to The Nation's Schools, our hat is off to the distinguished superintendent of Clark County, Nevada, the home of Las Vegas, who reports in a recent article that "gambling contributes much to education in addition to state taxes." Our last trip to the A.A.S.A. convinces us that our colleague knows what he is talking about.

SHAGGY DOG STORY

THOSE folks who are worried about the alleged lack of reading instruction in the schools are probably responsible for this story being whispered in educational circles. It seems that a new resident of Bronxville was approached by his neighbor's dog, who appeared at the door and politely asked to borrow a copy of the New York Times. Later, when he met the dog's owner, the newcomer expressed his amazement at the little dog's erudition. "Don't let that mutt fool you," replied the owner. "All he does is look at the comics."

RULES FOR ORATORY

The speaker who appeals to me
Does not ham-up or strut up
He understands the rule of three:
Stand up! Speak up! Shut up!
Without harumphs or stutters,
And circumscribes his utterances
With Begin! Be Brief! Be Gone!

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SCHOOLHOUSE PLANNING



Perforated insulation hardboard (acoustical) tile is installed down center of hall in Woodrow Wilson High School, Tacoma, Wash.

A Versatile Building Material for Modern Design 84

A City District Provides Multipurpose Room for Every School 90



Above: Concession stand in Woodrow Wilson High School doubles as serving stand. It is lined to wainscot height with hardboard to resist cuffing and kicking. Below: Home economics students in Woodrow Wilson display projects. The backdrop is perforated hardboard framed in metal.

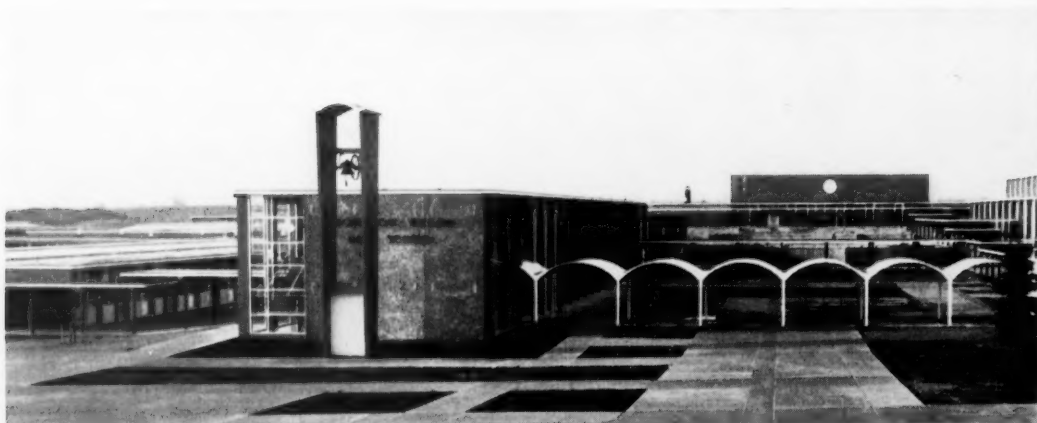


MANY BASIC USES

IN AN era of rising construction costs, building materials are coming under further close scrutiny. So important are these products in relation to labor cost for installation as well as initial cost that more time than ever is being spent by designers, school administrators, and contractors in evaluating materials.

One of the basic building materials being used for a variety of purposes is hardboard. The same advantages that manufacturers have found in the use of hardboard for making school furniture and equipment carry over into the use of this material for custom-made storage units and for specifically designed furniture for classroom, gymnasium, cafeteria, auditorium and other teaching spaces. Its use for walls and wainscoting has expanded into the construction of baffles and other surfaces for acoustical controls. Hardboard also is being used increasingly for decor and to provide facilities for exhibits and displays.

The new Woodrow Wilson High School in Tacoma, Wash., which opened its doors last September, demonstrates many of the practical uses



FOR HARDBOARD

of hardboard. The school ranks among Tacoma's best, yet it was completed at a cost of just over \$14 per square foot. Architect John G. Richards of Lea, Perarson & Richards, Tacoma, credits the low cost to the state education department's preference for one-story structures and to the free hand he had in design.

While the exterior surfaces and structural members of Woodrow Wilson High School are masonry and metal with extensive use of glass, Richards relied heavily on wood products inside to achieve the desired function and appearance.

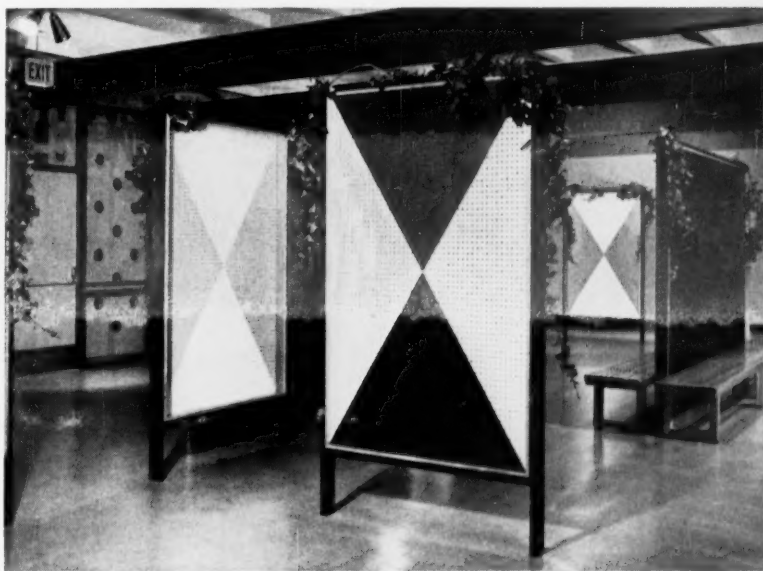
The basic wood product, hardboard, was incorporated in many areas:

1. Panels of perforated hardboard ($\frac{1}{8}$ inch holes 1 inch apart) were installed in zigzag fashion along one wall of a small auditorium to help control sound. Sound absorbing wool installed behind the sheets traps the noise that goes through the holes.

2. Partitions made of perforated hardboard sheets framed with steel channels separate classrooms from storage areas. These partitions are non-load bearing, and can be moved if de-



Above: Movable partitions in use in Woodrow Wilson High School are made of perforated hardboard framed in metal. Painted panels need little maintenance.



Above: "Crowd baffles" made of perforated hardboard in wood frames are located in the library lobby to keep pupils in smaller groups instead of crowds at Woodrow Wilson High School. Left: The Woodrow Wilson High School in Tacoma was designed by Lea, Perarson, & Richards of Tacoma. Areas for shopwork, music and dramatics were separated from classrooms and the layout provides maximum fire safety. Students in the entire school can be quickly evacuated in 35 seconds.



sired. The perforations permit easy display of classroom work by use of a vast array of inexpensive hardware (available from hardware stores or lumber yards) which can be inserted in the perforations as shelves or hooks.

3. A home economics display area along a main corridor utilizes the perforated hardboard partitions as a backdrop on which classwork can be displayed to the entire student body.

4. Storage racks for large music sheets are made of plain hardboard because it is smooth, splinterless and does not require painting. These racks were waxed and will never need painting. (Hardboard takes paint nicely if

painting is desired, because there is no grain to rise.)

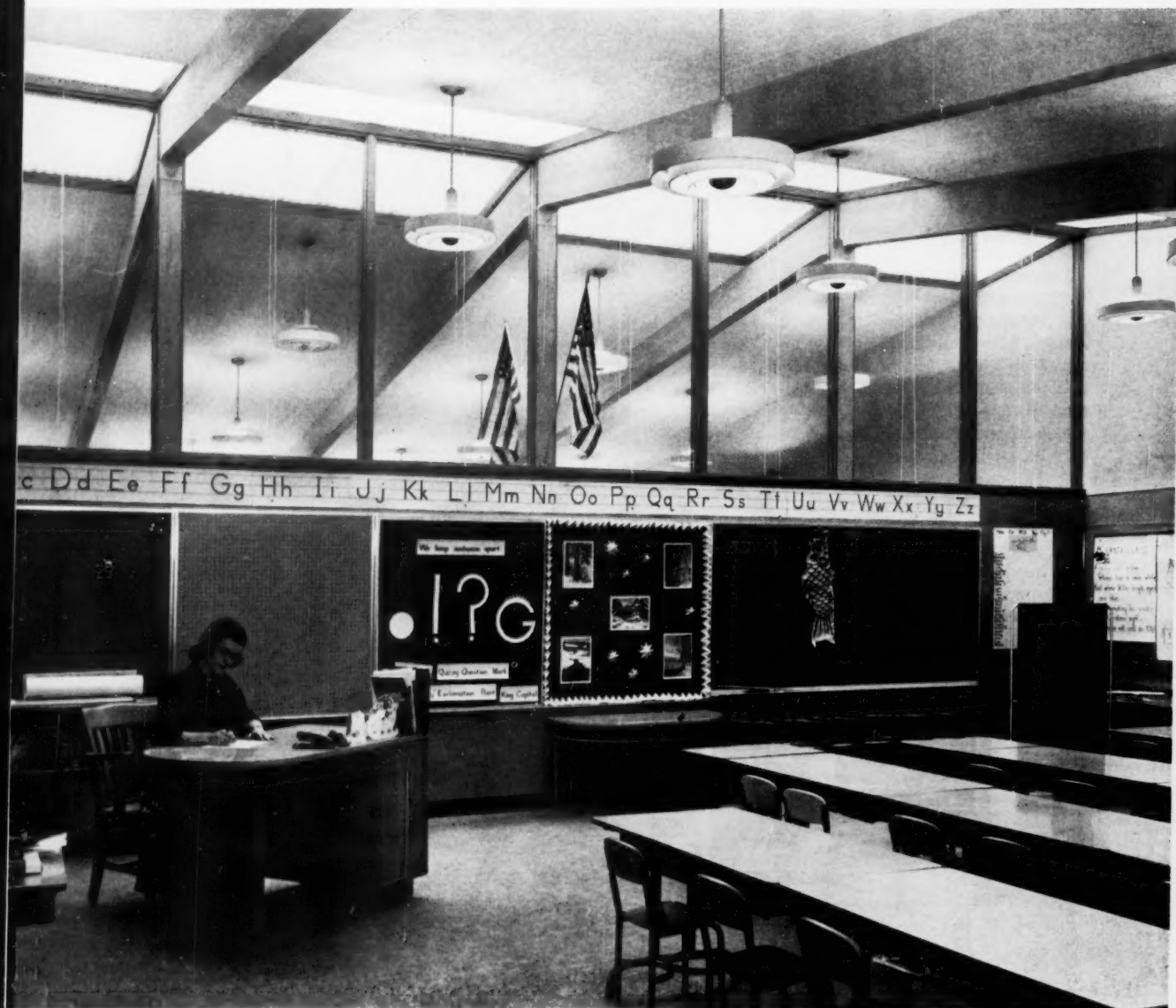
5. All sliding door cabinets in the band room are made of perforated hardboard because the perforations soak up some of the noise. The doors were left in natural hardboard finish and waxed; they required no sliding hardware except grooves at top and bottom of door frames. A plastic track inserted in the bottom grooves permits easier sliding.

6. A dual purpose concession stand and serving area, with one side adjacent to the cafeteria and the other fronting on a main corridor leading to the gymnasium, uses hardboard as

wainscoting because of its resistance to kicks, scratches and abuse. Telephone partitions on one end of the stand are made of perforated hardboard to help control extraneous sound.

7. A unique system of upright perforated hardboard partitions ("crowd baffles") are provided in the main entrance to the library to discourage crowding and to break students up into smaller groups. Here, the hardboard is painted with accent colors and the perforations add to the decor.

8. The ends of the gymnasium are surfaced with hardboard sheets because it is dent resistant, splinterless,



and requires virtually no maintenance. The installation cost was small, because large 4 by 8 foot sheets go up fast.

Mr. Richards says the main reason for one-story school design is ease of egress for fire safety. But other practical reasons are: (1) In the Tacoma area, the additional cost of land required for one-story structures can be more than offset by the use of the less expensive materials that are permitted; (2) earthquake protection is better with one-story structures; (3) traffic control is improved because of greater corridor area and more diffuse classrooms; (4) departments are better separated (band rooms and workshops from classroom areas); (5) more top lighting is possible, thus bringing daylight in where it is desired.

Woodrow Wilson High School, with an enrollment of 1400, will accommodate up to 1600 students. It is located on a 40 acre tract, so there is ample room for expansion.

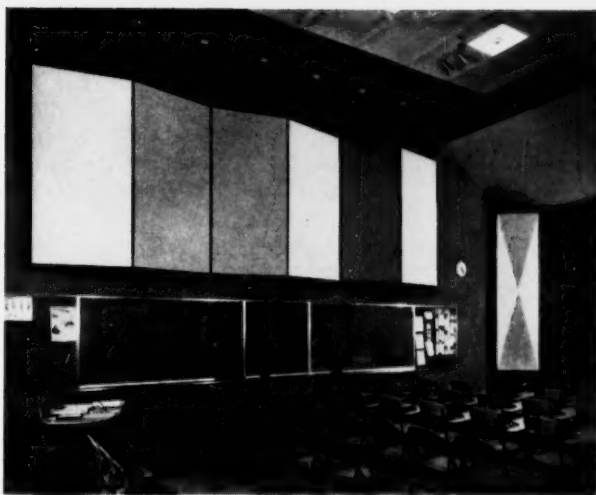
Fire Safety Planned

Maynard Ponko, principal, who above all likes the fire safety features of the building, says that, should fire break out, no more than a small segment of the building could be involved immediately. During fire drills the entire school has been evacuated in 35 seconds.

In Bellevue, Wash., where the population is growing at the rate of one new classroom being needed every five days, hardboard has had wide use for interiors. In the new Lake Hills Elementary School, completed last September, hardboard is used for:

1. Corridor walls, from floor to ceiling because of hardboard's high resistance to abuse, low-cost initial installation, and low maintenance cost.
2. Wainscoting at chairback height in band rehearsal room, where steel chair backs might mar an ordinary wall surfacing material.
3. Wainscoting beneath chalkboards in classrooms, where children's feet inadvertently stray.

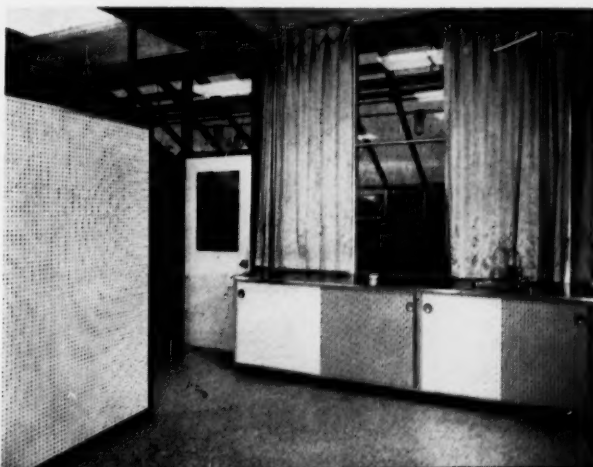
Left: In the reading room in Lake Hills Elementary School, Bellevue, Wash., hardboard has been used for most of the wall surfaces. Even the chalkboards are constructed of hardboard, painted in pastel colors.



Above: Sound baffles on the wall of the rehearsal auditorium of Woodrow Wilson High School are made with sheets of perforated hardboard with mineral wool behind them. Sound is absorbed by perforations and dissipated in the backing.



Above: At Woodrow Wilson the ends of the gymnasium are surfaced with hardboard panels, left in their natural state and waxed. Each panel can be moved individually to reach wiring or plumbing. **Below:** Hardboard is a favorite material for manufactured storage units such as these in Woodrow Wilson. The movable partition separates storage space from classroom.



4. Chalkboards, where cost is less than other materials.

5. Pinup and display areas in all classrooms and in the library.

6. The long reading table top in the library because it resists pencil gouging and scratching.

Two new schools in Daly City, Calif., make extensive use of hardboard. Designed by Mario J. Ciampi of San Francisco, they are Westmoor High School and Vistamar Elementary School.

George Fair, building superintendent of Westmoor High School, praises hardboard from a maintenance standpoint. "Since maintenance costs of hardboard products are virtually nothing,

I believe that it should be used to a greater extent in the future in both new installations and modernizations. All of the exposed interior walls could conceivably be chalkboard, perforated hardboard, and plain hardboard."

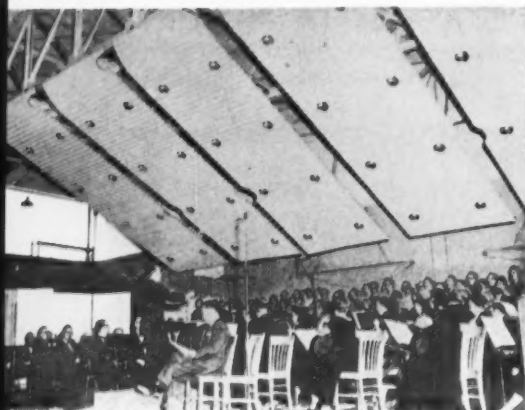
Westmoor High School uses hardboard for: (1) walls (usually perforated) for hanging pictures and display items; (2) tops of stools, because it is splinterless; (3) sliding doors of cabinets; (4) drainboards in cooking classrooms (hardboard gives smooth base for laminated plastic tops); (5) parts of display and trophy cases, to cut maintenance costs, and (6) student desks, as a base for a laminated plastic type of overlay.

The growing recognition of sound control problems, particularly in music rooms, auditoriums and workshops, has increased the use of perforated hardboard backed with mineral wool or other sound absorbing material. This type is particularly useful when wall abuse and maintenance are problems, or when it is impractical to apply acoustical tiles on ceilings because of obstructions.

For Sound Control

The music rooms in all the previously mentioned schools have used the perforated hardboard-mineral wool combination for sound control. In the music room of the new high school at Edmonds, Wash., all wall surfaces are covered with perforated hardboard over mineral wool. Since the ceiling is supported on exposed steel trusses, sound diffusers were installed below the trusses, each diffuser strategically located to give near-perfect orchestral sound balance. This school was designed by Waldron & Dietz, architects, Seattle.

For the Plymouth Symphony Orchestra, second largest in Michigan, a sound absorbing high school gymnasium has been converted into a part-time concert hall of high acoustical quality by use of perforated-corrugated hardboard. Reflective and diffusive sound baffles, constructed at low cost, from a movable "orchestra



Left: Corrugated perforated hardboard is installed in gymnasium at Plymouth, Mich., High School to provide good acoustics for orchestra use. The gymnasium can be converted into a part-time concert hall as high fidelity for both symphony players and listeners has been achieved. The sound baffles also confine the light so that the attention of the audience is focused on the stage.

Right: Perforated hardboard is used for cabinet fronts not only as sliding doors but also to dissipate some of the sound emanating from the music room at Woodrow Wilson High School. All except the largest musical instruments are stored in these specially built cabinets which virtually encircle the entire music room.



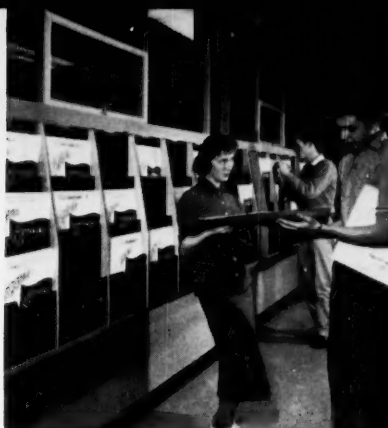
shell." These hardboard baffles angle across the ceiling and alongside a movable stage. The curved surfaces of corrugated hardboard bounce back the sound (not soaked up in the perforations) in different directions, thereby minimizing the echo effect. High fidelity for both symphony players and listeners has been achieved. The baffles also confine the light so that the audience has little visual awareness of the gymnasium furnishings but finds the concert stage the focal point.

Improved Fidelity, Projection

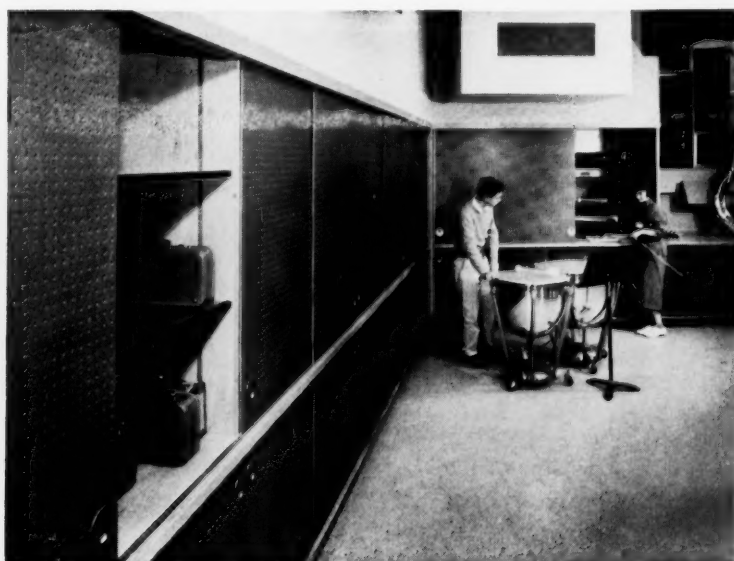
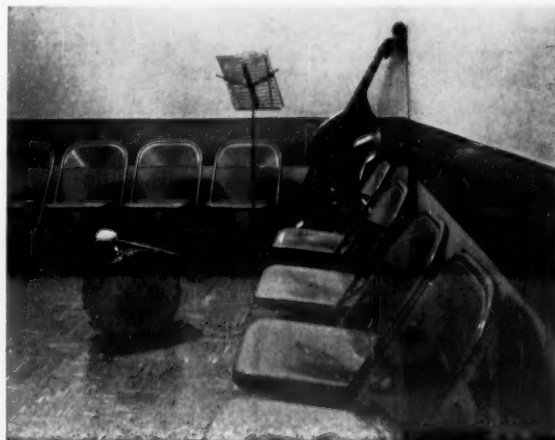
"We've experienced a 50 per cent improvement in fidelity and projection by finding the means to convert the Plymouth High School gym from a discordant echo chamber to an acoustically pleasing concert hall," says Wayne Dunlap, conductor of the Plymouth and West Shore symphonies and former conductor of the University of Michigan Symphony Orchestra.

"Our simple, economical solution might provide the long-sought answer to comparable problems besetting thousands of school gymnasiums that must double as auditoriums," Dunlap says.

"A bonus feature is that the ceiling units — each section with its own lighting circuit — can be lowered in pairs to form a bandshell for high school dances or to provide the setting for many other auditorium functions." ■

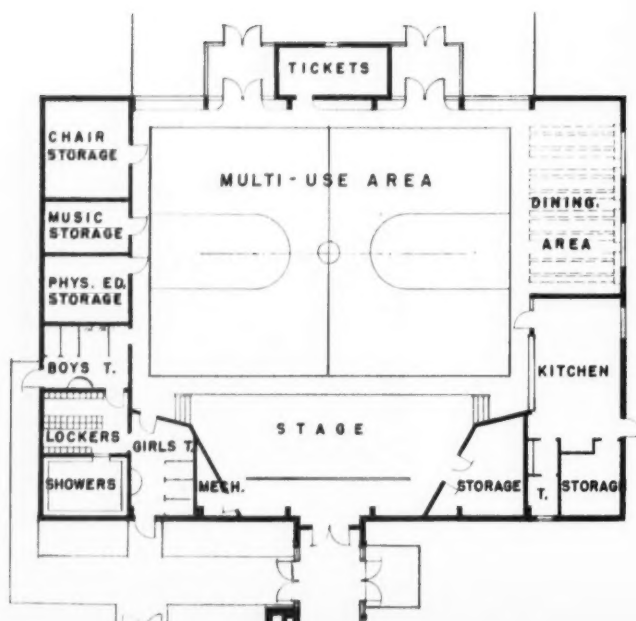


Above: Racks made of hardboard store and display band music at Woodrow Wilson. Below: Designers of Lake Hills Elementary School in Bellevue, Wash., used a simple way to protect walls with hardboard strips at chairback height.



Left: Perforated hardboard used for sliding doors in Woodrow Wilson requires no hardware except door pulls. Bottom tracks in which doors slide are made of plastic. The top slot for doors is deeper than the height of doors so that they can be removed by sliding out the bottom.

Multipurpose Room



Left: Plan shows the multipurpose area addition to McCarrol school, Pontiac, Mich. Areas for different activities are designated. Below: An exterior view shows McCarrol school's multipurpose room with the new classroom wing.



DANA P. WHITMER
Superintendent, Pontiac, Mich.

C. HENRY HABERKORN
General Manager
H. E. Beyster & Associates
Architects-Engineers, Detroit

in Every School

IN PONTIAC, Mich., as late as 1956 the general feeling prevailed that school-community programs were functioning only in new schools. During the intervening three years this attitude has been changed. Each of the 13 schools, old or new, has become a community center as the result of a citywide construction plan to provide multipurpose facilities.

The community school idea was the outgrowth of certain basic concepts held by the Pontiac Board of Education as to the responsibilities of the American public school. The board believes that the ultimate aim in the development of a child is effective citizenship. This means that, in addition to a rigorous academic program, the schools should foster the development of physical fitness, should help provide good nutrition, and should furnish opportunities for development in drama, music, social activities, and recreational interests. These desirable habits and attitudes, the board holds, can be achieved for the child without neglecting the three R's if appropriate physical facilities are provided.

One Design for All Schools

The design of the multipurpose building for the eight old and five new schools is standard. It provides a basketball court, a stage, a cafeteria, and storage space. The cafeteria section consists of food preparation, serving and dining areas, and space for dish handling and storage.

As part of this citywide construction program, outdoor play areas on the 13 sites were coordinated with indoor facilities: Public parking was related to site development and en-

trances; service drives were planned, and plumbing and heating connections were coordinated with those in the existing buildings.

Case History

Central Elementary School is an example of the benefits realized from the addition of a new community-school center. Built in 1893, the school was located in the heart of the city. Thirteen classrooms, an office, and restrooms occupied the interior space. No facilities existed for gymnasium classes, or other recreation, for food service, for assemblies, for music classes, for concerts, or for community gatherings.

Today Central has a 6550 square foot multipurpose unit in a separate building. A heated corridor connects it to the original building. Thus the facilities can be used independently during the evening hours or summer months. When the old structure eventually is replaced, the multipurpose unit can become an integral part of any new building.

During the first complete year of usage, the following activities were conducted in this unit: physical education classes, hot lunch program, noon-hour recreation, occasional music classes, instrumental music classes, and after-school recreation. Other activities that take place there include school assemblies, programs by pupils, dramatics, forensics, audio-visual instruction, and craft instruction.

During the same period the multipurpose unit served the adults of the community. The city's recreation department established a program in all schools. Parent-teacher groups used

the facilities extensively. Other groups discovered the benefits of the community center — boy scouts, girl scouts, cub scouts, and campfire girls. Activities embraced crafts classes, workshops, community programs, evening adult recreation, summer recreation, parents meetings, basketball and square dancing. Scheduling of these activities for both the school and the community has been directed by the principal, working with leaders of community groups.

Double-Use Stage

Entrance to the Central School multipurpose unit from the connecting corridor is across a large stage, which faces one side of the recreational court. The stage is raised 2 feet above the level of the court and is so located that performers can enter without being seen by the audience. The stage becomes a spectator area for activities in the court. Also, its location makes a vantage point for the person directing the activities going on all over the court. When folding chairs are placed on the court, the seating capacity is 300.

At one end of the recreational court is the cafeteria-kitchen and dining area (967 square feet) with wall stored folding tables. On the average, 187 children eat lunch there each day, in three shifts between 11:15 and 11:50 a.m. Service squad girls help supervise the younger children. Classroom teachers make the most of opportunities for informal instruction in the social amenities and for discussion of good eating habits.

At the other end of the recreational court are washrooms for both sexes;

they are directly accessible from the outside play area as well. A shower room and a locker room are connected to restrooms and may be entered from each. These facilities thus are available to boys and girls during the school day and to men and women during afternoon and evening hours. The two large storage rooms are at this end of the building.

The recreational court measures 66 by 45 feet. It has adjustable basketball backboards, and the floor is marked for a variety of group games.

On the side of the court opposite the stage, two double doors open to the outside; between them is a small ticket booth-storeroom. Benches for spectators or visitors are built in along the wall. The doors open onto a hard surface play area, 80 by 120 feet, which may be used separately or may be integrated with the indoor area when weather conditions permit.

The Central Elementary School unit is typical of the multipurpose facilities in use at each of the 13 schools. All provide opportunities to meet adult needs, to enrich the life of the community, to attack the problem of juvenile behavior by providing worthwhile activities the year-round, and to serve as the cohesive force so much needed in an industrial city to achieve the objectives of the school program.

Design Pattern

For all 13 units, spanning laminated wood bents provide the basic framework. These impart a warm, friendly feeling along with a sense of strength and importance. The roof deck, of poured gypsum on acoustical form board, provides light reflection, sound control, and thermal insulation, and creates an atmosphere of spaciousness. Exterior and interior walls are brick; the gable ends have a plastic coated

wood surface. At all schools the new unit is connected to the main building by a glass enclosed, heated corridor.

Pictures of the multipurpose facility at McCarroll Elementary School appear with this article.

Pay-As-You-Go Plan

Financing the multipurpose facilities at Pontiac was on a pay-as-you-go basis. Beginning with the school budget for 1956-57, necessary funds to construct the 13 special units were provided as part of the construction program of the districts. The average cost of \$137,000 for each multipurpose room was met out of income received from an annual 8.75 mills levy. Payments were made partly in cash, and partly from income from short-term bonds, which were liquidated by revenues from existing tax assessments. All construction is scheduled to be paid for by 1964, when the current levy will expire.

Mechanical Facilities

Each of the units has its own mechanical core. Some receive steam from an existing boiler plant; some have a self-contained package plant. Perimeter heating with fin-tube radiation, combined with a complete change air system, provides comfort heating and ventilation through all phases of activity, from small group work in small areas to packed houses attending theatrical and sporting events.

A carefully designed lighting plant gives full illumination for close arts and crafts activities, broad local intensity for athletic events, controlled area coverage for stage events, and subdued general lighting for dances and other community social events.

The extent of use is indicated by the fact that at one of the schools over a

two-month period there was activity in the multipurpose unit during 242 hours out of a possible 372. In the eight Fridays of this two-month period the unit was occupied for 58 hours and served 2875 persons, not including the activities of outside organizations.

Testimonials

Users of the multipurpose facilities in Pontiac have been enthusiastic. Sally Steinbaugh, second grade teacher at Crofoot School, says: "I believe a multipurpose unit is essential to every school. Having taught at Crofoot without such facilities, I can appreciate them more than ever. When my second graders have completed our social studies program on a certain topic, we usually plan a program for the parents, perhaps following a dinner. This not only keeps the parents informed of the children's work but promotes the feeling of one big family."

Connie Coon, who works both in the school physical education program and with the city recreation department, expresses her views this way: "One of the major values of a multipurpose unit is that several activities can be going on at the same time. It makes it possible to have a school centered community program for physical education and recreational activities for students and adults. During after-school hours it accommodates intramural games and social events. This type of facility is equally effective for such adult activities as physical fitness classes, social and square dances, indoor shooting, archery, and casting."

William Council, a parent, reports: "The cafeteria is one of the best things that ever happened at Central." Dolores Carr, another parent, says, "I'm thrilled about the new unit because my children come home so happy about the activities the gym provides. And at last we have a place for the parents to get together and become acquainted."

Pupils show equal enthusiasm. Carolyn Wright, a Central sixth grader, likes "the stage best of all because we can do our school plays on it." Sharon Smith, from the same school, says: "I like everything in the gym. I especially like the dance night on Thursday." From two first grade pupils come these reactions: "I like to eat lunch there, for it's pretty and clean," and "I like the room because we can hear the piano and do rhythms." ■

School-community programs have been made available to each of the 13 schools, old and new, in Pontiac, Mich., through the citywide construction plan to provide multipurpose facilities. These multipurpose areas draw praise from pupils, parents and teachers. One parent reports: "The cafeteria is one of the best things that ever happened at Central." Another is enthusiastic about the meeting place.



Above: The McCarrol school band holds a practice concert in the multipurpose room. Facilities shown in this room are typical of all 13 Pontiac schools. Acoustics in the room are excellent. Left: Lunchtime in McCarrol school multipurpose room. The entire school can be served in less than an hour. Below: Even the youngest pupils can use the multipurpose area. Careful scheduling allows its optimum use.



Better Ways To Hire

TO THOSE persons entrusted with hiring custodial help for public schools, the personal interview continues to be the method considered most effective for screening applicants. While aptitude tests are in use in about 10 per cent of the school systems, apparently this device is not as yet considered reliable enough to assure competence, for this method of screening was at the bottom of the list.

These two findings are disclosed in a study* made of school systems in 44

*This study is based on reports received from 55 school systems. Represented are elementary school districts with enrollments ranging from 625 to 78,403 children, and secondary school districts with student populations of from 400 to 39,000. The number of full-time custodial employees identified with these schools range from 5 to 1000, with an average of 125 and a median of 60.

Of the 55 respondents, 39 (70.9 per cent) had business official titles, such as: business manager (22), assistant superintendent-business services (6), the dual title of business manager and either clerk, secretary, or secretary-treasurer (5), clerk, secretary or secretary-treasurer (5), and business administrator (1). Participating also was one superintendent of schools, two assistant superintendents, an assistant superintendent in charge of administrative services, and an assistant superintendent, operation and maintenance.

Others cooperating included two superintendents of buildings and grounds, two administrative assistants, and one each of the following: clerk-superintendent of building and grounds, superintendent of operations, building and grounds manager, maintenance manager, and custodial supervisor. One person's title was not shown.

states, the District of Columbia, and three Canadian provinces.

In order to identify prevailing practices in hiring custodial employees, six questions were asked:

1. In hiring custodial help, which of the following methods do you use in screening applicants?

Nearly all respondents (96 per cent) say oral interviews. They also lean heavily on written applications, including record of previous experience (87 per cent), and on references as to honesty, reliability, cooperation and ability to get along with fellow employees (82). Medical certificates, or the equivalent, including x-rays, are required of applicants in more than one-half the schools (56 per cent). A more recent trend, requiring statements of citizenship and loyalty oaths, now appears to be the established procedure in one-third of the school districts. Use of aptitude tests is reported by 10 per cent.

2. Which methods of screening do you consider most effective?

Answers showed a high correlation between judgment and practice.

Oral interviewing heads the lists of almost three-fourths of respondents

(71 per cent). In fact, almost one-fourth (24 per cent) indicate a willingness to depend on the personal interview alone when hiring custodial employees. For, as one respondent points out, in the interview questions are raised that bring out information regarding such criteria as health and citizenship.

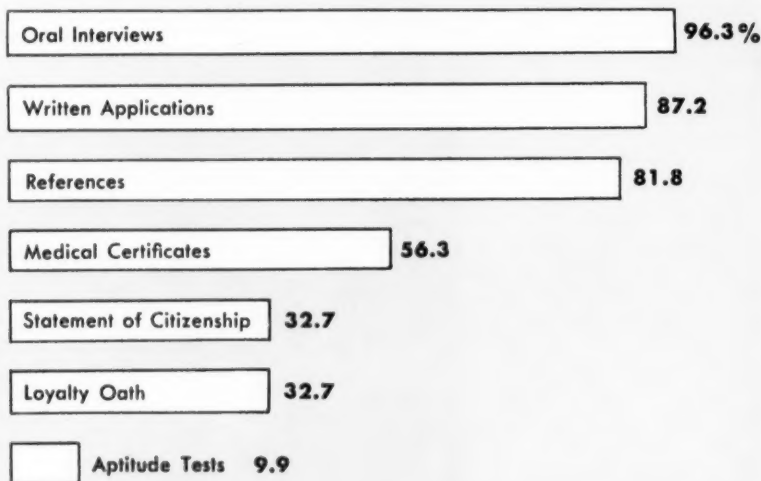
Not a single respondent lists aptitude tests among the most effective screening methods.

References as to honesty, reliability, cooperation and ability to get along with fellow employees are considered an effective screening device by 38 per cent of those reporting, while 16 per cent rate highly the closely allied category of recommendation of previous employers. Thus more than one-half of respondents (54 per cent) lean heavily on the previous work history of applicants.

One-fourth consider written applications, including record of previous experience, important. Checking police records is thought advisable by 4 per cent.

The two methods in combination considered most effective for screening custodial applicants are the personal interview and references, listed

Figure 1 shows prevailing methods that are used in screening applicants for jobs as school custodians, as reported by 55 public school systems.



Custodial Employees

A JURY SURVEY BY THE NATION'S SCHOOLS

by 40 per cent. Next is a combination of interviewing and the checking of applications, preferred by 38 per cent. The combination of oral interview and recommendations is mentioned by 33 per cent.

3. Do you delegate hiring responsibilities to other members of your staff?

Because of the wide range in size of school systems covered and the various types of administrators participating, responses to this question are not always comparable. However, 71 per cent report the delegation (or sharing) of hiring responsibilities. Of those reporting such delegation, 41 per cent say they delegate this area of responsibility completely, 56 per cent indicate they delegate it with some restrictions; 3 per cent didn't answer the question.

4. Do you give your custodial employees a written contract?

It appears that most school custodial employees work independently of contract arrangement; only 14.5 per cent of the respondents mention the existence of contracts. In some instances, however, civil service status ensures tenure. When written con-

tracts prevail, they cover a full year in most cases, or expire with the close of the fiscal year.

5. Does your hiring arrangement provide for a trial period?

Stipulating some sort of probationary period prior to permanent employment of custodial help seems to be almost universal practice among schools. Less than 10 per cent of respondents replied in the negative to this question. As to the length of this trial period there is wide variation, ranging from two weeks to two years.

In the case of 16 per cent of school systems reporting a trial period, this probationary period is 60 days or less. Almost one-third specified three months' probation; 29 per cent follow a six months' minimum plan. Thus almost one-half of the districts (49 per cent) have a probation period for custodial employees of three months or less, and more than three-fourths (78 per cent) of six months or less.

SUMMARY: This study of hiring practices of school custodial employees shows that definite screening methods are used, with major emphasis on the oral personal interview and a combination of interviewing and careful

checking of references. As to techniques for assuring competent custodial help, respondents believe that the oral interview as a starting point is the most effective, preferably supported by references, particularly those from previous employers.

Responsibility for engaging custodial help is delegated in most of the school systems to supervisors of buildings and grounds or their equivalent in title and/or responsibility, although in more than one-half of the districts the superior administrative officer reserves the right to approve the recommendations of persons investigating the applicants.

Written contracts for custodial employees are still the exception, although some employees gain equivalent status through tenure under civil service. Where contracts are signed, these usually run for one year.

Before any employment of custodial help is made permanent, a probationary period usually is required in most of the school systems. Such test periods extend from two weeks to 90 days in about one-half of the districts, from three to six months in more than one-fourth of the districts, and up to two years in the remaining schools. ■

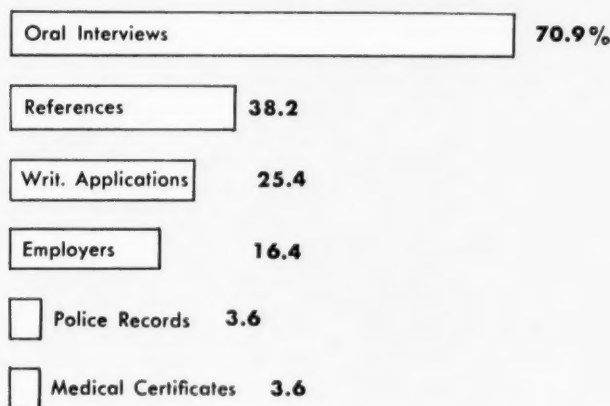


Figure 2 shows the methods that 55 public school districts considered the most effective in screening the applicants for their custodial jobs.

Let's Be Logical About Teacher Education

It needs to be rescued from the old round of generalizations, current practice, and personal experience

JOSEPH S. BUTTERWECK

TEACHER preparation as a profession has been in existence in this country for more than a century. Certain courses have developed through trial and error so that now a certain sequence of courses is generally regarded as important equipment for the teacher before he receives certification as a qualified professional. Spreading these over two, three or four of his undergraduate years has been the practice. From this concept of teacher education many of the successful teachers of today have emerged. It is natural for these to generalize that such a preparation for teaching is essential for all.

Many who have been exposed to these "required" professional courses complain about their lack of substance, their repetitiousness, their lack of challenge. They say they were not ready for the theoretical nature of these courses.

Superintendents and principals, on the other hand, complain about the inadequate preparation of the beginning teacher. They organize workshops, encourage inservice professional courses, provide salary incentives for credits

earned while teaching, employ consultants to work with groups of teachers in their schools—all because they feel that their teachers need more professional awakening than they received in their preservice training.

Not one of the three concepts of teacher education extant today is based on experimental evidence. No facts exist to prove or disprove any one of these three positions. We have only opinion, tradition and the conclusion reached through questionable logic.

The three concepts and the three types of practices to which I refer are as follows:

Concept 1. Teacher preparation is a long-term, gradual process. One should make the professional choice early, be immersed in its intricacies for several years, become familiar with its responsibilities and develop abilities appropriate to its needs before one assumes full responsibility as a member of the profession.

Concept 2. A thorough general education is essential for all those who are destined to become leaders in our democratic society. To those holding

this concept, teacher education consists of a body of knowledge and skills acquired through intensive study in a short period of time.

Concept 3. The skills and abilities associated with successful teaching will have meaning only as they grow out of specific situations. The body of knowledge that a teacher must have and the manner in which he must use it cannot be acquired efficiently and effectively before he needs it. For most individuals this need does not become a reality until they assume the responsibilities of the profession. And since the attitudes, insights and abilities required of the teacher can be gained only over an extensive exposure to the profession, teacher education must be largely an on-the-job kind of training.

Differences in These Beliefs

Within these beliefs we have five bases for differences: (1) time of beginning professional education; (2) relation between professional and general education; (3) length of time that professional education is necessary; (4) extent to which we can expect knowledge to be converted into behavior, and (5) who should assume the responsibility for the professional education.

Let us analyze each, apply such information about each as is available, and point out what further information is essential in order to draw valid conclusions.

When should selection of a profession be made?

(Continued on Page 98)



Joseph S. Butterweck is director of the Experimental Program in Teacher Education, which is centered at Temple University. A sizable grant from the Fund for the Advancement of Education is behind the experiment. Dr. Butterweck went to Temple University in 1926 as assistant professor of education. He has held the positions of director of the department of secondary education and acting dean of teachers college. Before going to Temple, he was a science teacher in Moorestown, N. J.; later science teacher and principal at Hadden Heights, N. J., and assistant in research at the experimental Lincoln School at Columbia University.

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Here's a creamy new vegetable soup you can serve as your specialty of the house—Campbell's Cream of Celery Soup, with your own mixed vegetables added. Of course, you can also serve rich, flavorful Cream of Celery Soup by itself, or enhance it with your choice of garnishes.

Suggested menu description:

CREAMY VEGETABLE SOUP

A smooth, creamy soup... chock-full of your favorite garden vegetables...and gently simmered to blend their flavors.



PARSLEY SAUCE

A marvelous dress-up for a hot turkey sandwich. This easy, economical sauce is made with one 50-oz. can of Campbell's Cream of Celery Soup combined with 2 cups of milk and $\frac{1}{4}$ cup of minced parsley. Garnish is cranberry-orange relish on a peach half.

Suggested menu description:

HOT TURKEY SANDWICH SUPREME

Slices of tender turkey on toast points...covered with a creamy parsley-celery sauce...on the side—a peach half, filled with tangy cranberry-orange relish.



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BAKED FISH AU GRATIN. Made easy because the master seasoning is contained right in the binder (Campbell's Cream of Celery Soup). Much costly, time-consuming preparation is eliminated. Accurate portion control is easier to achieve, and you can work with small batches if necessary.

Suggested menu description: GOLDEN HADDOCK FILLET DINNER. Deep-sea fillet baked to a golden brown in a satin-smooth, creamy celery-cheese sauce...with parsley potatoes.

Recipe: Portions: 50 4-ounce servings plus 2 ounces sauce.

INGREDIENTS	MEASURE AND WEIGHT
haddock fillets	12 lbs.
flour	2 cups (8 oz.)
Campbell's Cream of Celery Soup	2 cans (3-lb. 2-oz. size)
shredded process cheese	4 cups (1 lb.)
chopped parsley	$\frac{1}{4}$ cup
paprika	dash

METHOD

1. Cut fish into serving pieces; dip into flour; arrange in single layer in 3 greased baking pans (12"x18"x2").
2. Spread soup over fish; sprinkle with cheese, parsley, and paprika.
3. Bake in moderate oven (350° F.) for about 45 minutes.



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Little has been done to determine what is best in teacher education. We philosophize, we generalize from personal experience, we circulate questionnaires to determine current practice, and we deduce our "best" from "what is" rather than from "what should be." We assume that what was supposedly good in the past is good for the present. Until more serious efforts are employed on a national scale to find the answers as to the best method of preparing teachers, the profession must depend on an illogical logic to seek the answers to this all-important question: What is the best way to select and educate teachers for our public schools?

In a democratic society we say, "when the individual is ready." Readiness, however, is conditioned by situations that are part of the individual and part of the environment. Some people by nature come to such decisions earlier and remain with them longer than do some other people. For all, "readiness" is also conditioned by the environmental conditions.

In a society in which the opportunities of choice are few and the possibility of change is rare, one no doubt would seek choice early and tend to remain with it permanently. If we compare a Nineteenth Century agrarian, nontechnological world with a mid-Twentieth Century urban, technological world moving at a greatly accelerated pace, the conclusion must no doubt be that readiness for vocational choice would be postponed and remain less fixed today than it was when the profession of teacher education came into existence.

A college student today wants to travel more, have a wider range of real and vicarious experiences, enjoy the intellectual stimulation of a college environment longer, and live a life of freedom for a greater length of time, if for no other reason than the fact that the opportunities are greater than they were at the turn of the century.

All of this points to a postponement of decision. But whether this is a fact must be determined by a kind of experimental evidence that is still to be obtained by those whose scholarly endeavors are devoted to vocational guidance.

If two groups of young people who have given some thought to teaching as a professional objective in their secondary school age were carefully followed through their college years —

one group enrolled in a teacher preparation program and the other taking a rich general education curriculum — information could be collected to determine the conditions under which "readiness" appears, how it is aided and abetted, or how it is obstructed and deterred. Without such evidence we shall continue to rationalize our predilections.

Should vocational education follow or accompany general education?

Vocational guidance has been a concern of the secondary school for nearly a half-century. It is still a concern. But only the most naive would claim that we have at hand either a formula or a body of knowledge that enables the secondary school to direct its students into occupational channels that satisfy the individual's emotional needs or ensure adequate economic security for him.

Vocational education is one thing; vocational training is something else. But in practice the two have too often not been separated. The enthusiast for vocational education is likely soon to advocate content that borders on training in a situation which in time and place is too remote from reality to be functional.

Business and industry have recently come to recognize this fact and, on the one hand, have advocated more general education as a preliminary preparation for employment and, on the other hand, have supported forms of inservice training for employees because they find it a good investment.

The individual's own emotional needs, the complex nature of job competency, the frequency of job changes, the fluctuating economy, the increase

in avenues of communication resulting in an enormous dissemination of information affecting the knowledge of job opportunities, all suggest that an early vocational choice resulting in early training for it is far less desirable today than in a day of simpler living.

This does not, however, free the college or the secondary school from opening avenues of vocational service to its students. But, if a good program in general education is available to the student, a program that introduces him to a world of reality in the humanities, in the social sciences, and in the natural sciences, and if the school provides a guidance functionary that enables the student to seek advice and to test his aptitudes, the student can gradually find those avenues of occupational service that seem to offer the possibility of emotional and economic security for him.

But again, we have arrived at this conclusion not through experimental evidence but through the process of logic, and to this extent our conclusions are suspect. Until we have accumulated a body of facts from groups of students, some of whom have pursued a college curriculum of the parallel track type and others whose vocational education was superimposed on a good general education program, we cannot claim to have valid deductions.

How long should professional education for the teacher continue?

Until the end of his period of service is the immediate answer, namely, throughout life.

However, there is a period during which the teacher must be subjected to a formal, structured training or education to ensure that he has acquired those insights we associate with professional competency and enough skills of operation that he will be regarded as effective in his job.

For a few, a year is enough for this; for others, four or even five years is insufficient. The answer depends on the individual. It is not necessarily related only to intelligence, to scholastic attainment, to desire, or to the quality of the professional training. All of these no doubt are influences that affect the length of time needed before the teacher can be said to have achieved the insights necessary to continue his growth in competency without the planned aid of outside help.

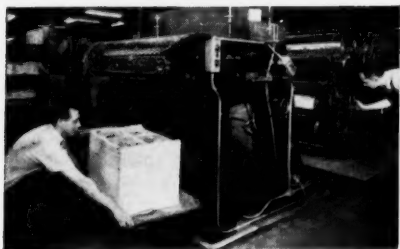
What these insights are has never been adequately determined by the



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Chicago, is shown inspecting covers of new vinyl "PX" cloth, printed in four colors for Follett Publishing Company's "Beginning to Read" series, as they come off the second and final press run.

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teacher educationists. But that they are not developed before the teacher is actually involved in the day-to-day struggle with the problem of classroom teaching does not, I believe, have to be established.

That insight, knowledge, skills and attitudes are different kinds of outcomes is, I assume, also generally accepted by those engaged in the process of educating teachers. Until the teacher has acquired those insights that are basic to further growth through self-effort, some kind of planned, formal teacher education must be instituted.

How long this is and what its nature must be are still to be determined experimentally.

On the basis of experience with a carefully selected group of 284 teachers (169 experimental and 115 control) it seems that it takes at least three years of teaching for the average individual to reach this point. During the first year his concern is largely with discipline — of himself and of his pupils. During the second year he is concerned with collecting resource material that he can use to enrich his teaching. It is not until the third year

that he is interested in a serious examination of the role of the school in society — why schools exist, what they are trying to do, and how effectively they are accomplishing their objective.

I do not believe that a teacher can be said to have attained professional maturity until he is interested in answers to such questions. But until teacher educationists have agreed on the insights essential for professional maturity of the teacher, the profession of teacher education will be largely operating in the dark.

How are knowledge and behavior related?

It is commonly known that all of us "know" better than we "do." The "do" arises from the persistence of habit, from the strength of the emotions, from a conflict of interests. The "know" arises from the use of the intellect, from the acquisition of a body of knowledge related to the problem at hand.

Evidence exists in a variety of situations that behavior does not automatically arise from knowledge. We see this in many ordinary life situations; we also have experimental evidence to substantiate it.

Rebellion in Adolescents

Those tending toward obesity know that calorie intake and girth of waist are related, but the appetite is greater than the will. We know that the clap of thunder follows the lightning, but we cringe at the clap and see beauty in the lightning. We know that rebellion against authority is a necessary part of the growth of an adolescent, but we are so irritated by the exhibition that we repress behavior essential to the adolescent's attempts to gain independence.

The emotions, not the intellect, are the springboard of action.

Some years ago the late Francis Spaulding as part of the New York Regents Inquiry discovered through well planned research that the knowledge that students have about civic values is often diametrically opposed to the behavior they exercise in their civic, out-of-school life.

From whatever source we seek an answer to this question of knowledge vs. behavior, the same generalization seems to obtain: that the drives growing out of habit, desire, entrenched attitude, ego-satisfaction are stronger than are the drives that emanate from knowledge.

(Cont. on p. 102)

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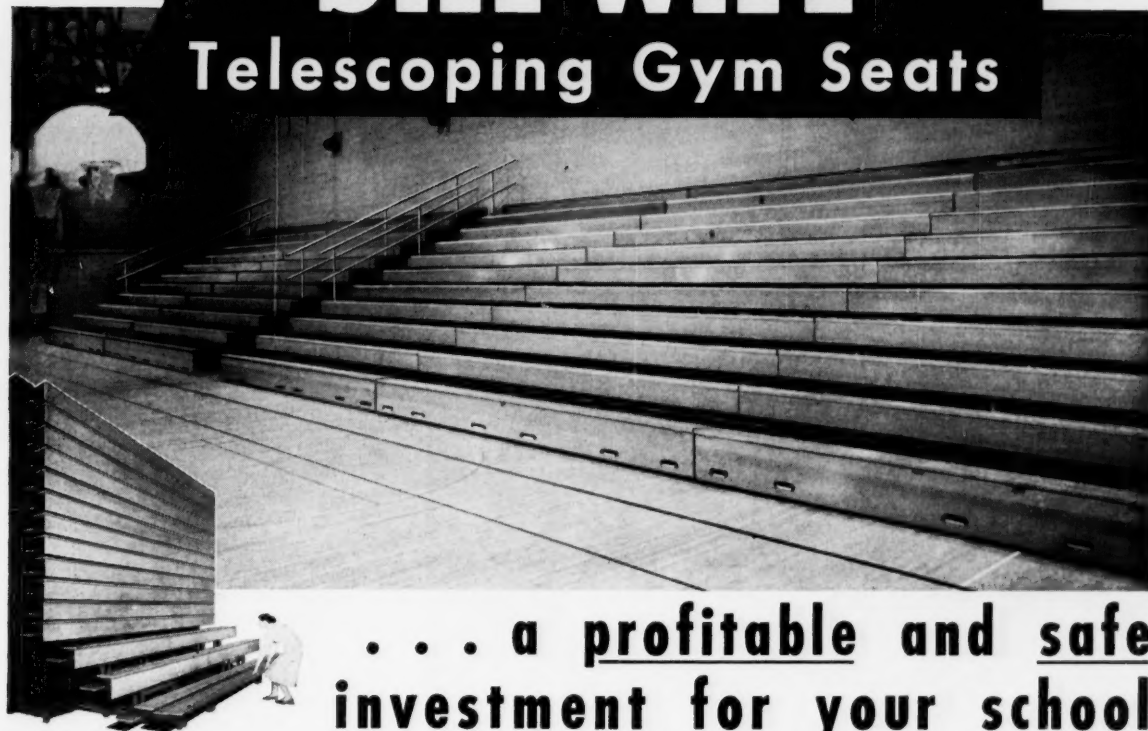
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YOU'LL GET profitable *full-time use* from your gymnasium—planned or existing—when you install Safway telescoping bleachers.

With the seats extended over the floor, you provide superior vision and comfort for spectator events such as basketball. Nest the seats back into their "cabinet" and you instantly clear the floor for daily gym work.

And with only one or several rows locked open, you can set up convenient sideline seating for athletic practice, dancing parties or other gym floor activities.

Safway's advanced gym seat design also gives you these important benefits:

STRONG, SAFE CONSTRUCTION—8 steel columns under every row; uniform load distribution through vertical and horizontal steel bracing; 3 automatic locking devices.

SIMPLE, EFFICIENT DESIGN—Minimum of moving parts. Stable support with extra-long wheel carriages and 8 self-lubricating wheels under each row.

SMOOTH, EASY OPERATION—Minimum metal-to-metal friction. No costly power equipment needed.

HANDSOME, FURNITURE-LIKE APPEARANCE—Seat and foot boards have rich, glossy Golden Oak finish.

SAFE AUTOMATIC LOCKING

Safway's exclusive gravity latch automatically locks each row in relation to every other row (see three photos below).

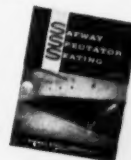
(1) **LOCKING OPEN.** As each row is extended, latch drops behind lock bar on carriage ahead to prevent movement between rows.

(2) **RELEASING LATCH.** After unlocking the cylinder lock, pushing seats inward forces tapered end of latch against unlocking bar, raising notched front end and freeing row ahead.

(3) **LOCKING SHUT.** With all rows nested, brake pads are lowered and hooks engage brackets on unlocking bar.

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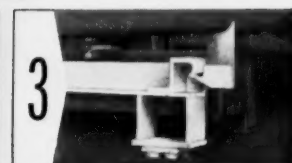
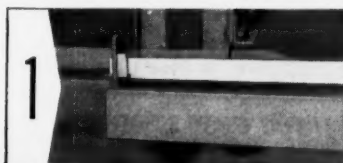
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This does not mean that acquiring new knowledge is without value, but it does imply that the manner of acquiring the knowledge, the conditions under which it is obtained, and the motives that impel the learning are strong factors in the functional value of the knowledge gained.

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Who should assume the responsibility for teacher education?

In nearly all the walks of vocational life, apprenticeship has been supplanted by schooling. Employers are saying that schooling, although important to the maturing of the worker, has failed to equip him with the abilities to perform effectively on the job. More and more the employer is providing a substantial amount of on-the-

job education. Some employers are even seeking a voice in the schooling of their prospective employes in the hope that less retreading will need to be done later.

This applies to the professions as well as to other vocations. The nurse for many years received nearly all her training as an assistant to the graduate nurse. More and more schooling replaces the menial tasks of the hospital and these are done by nurse's aides or orderlies, individuals to whom assisting others is a terminal vocation.

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What is meant by teaching today is so complex and the demands on a teacher are so varied that the professional schooling must now be augmented by a great deal of "employer" training and often retraining.

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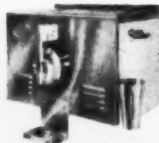
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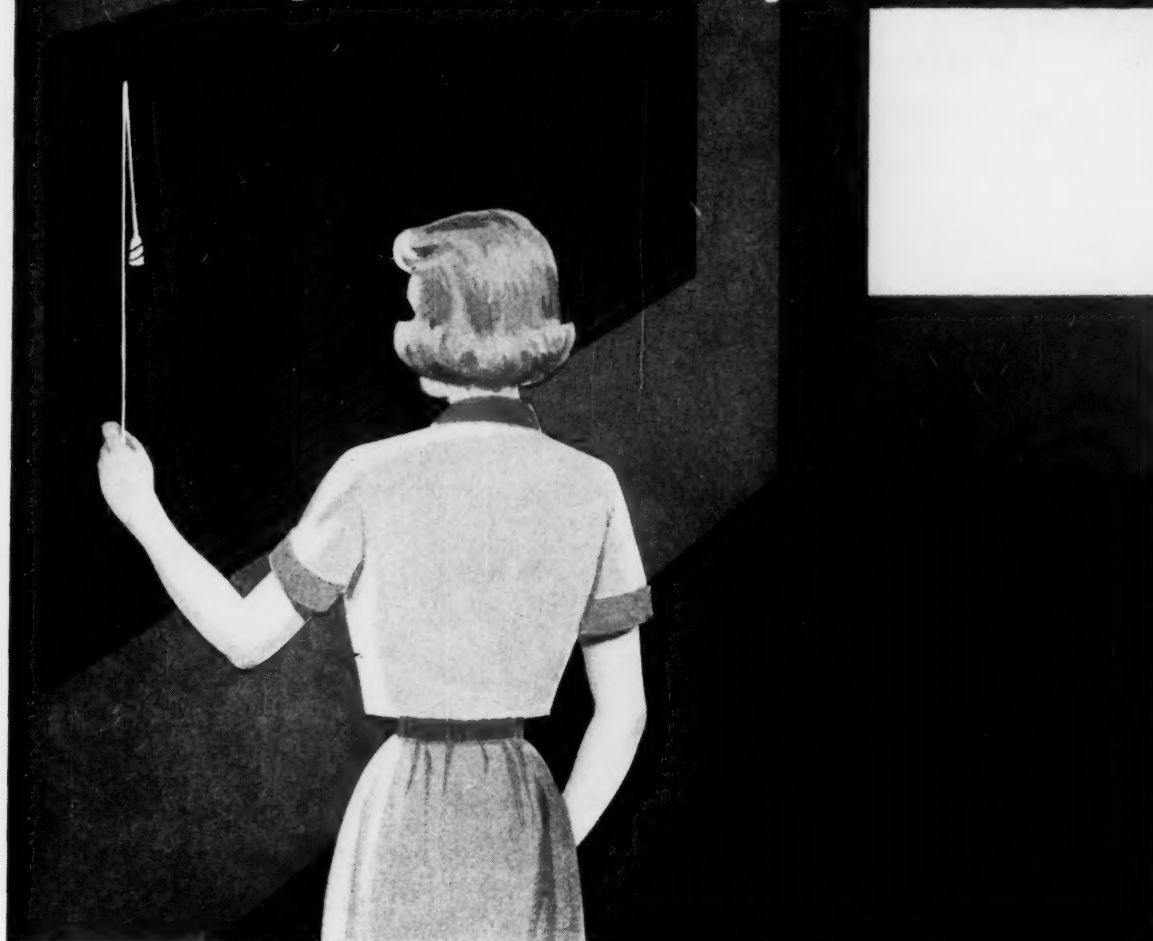


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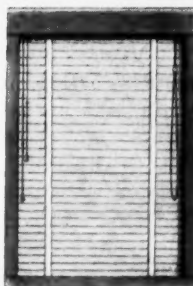
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State Courts Define School Liability

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

THE significance of the statement, "The law is what the courts say it is," is definitely illustrated by three cases recently decided in Pennsylvania.¹ In the first of these, decided in January 1958, the court held that a school district is not liable in damages for injuries growing out of the negligence of its officers, agents and employees.² In the other two cases,³ decided in June and September 1958, respectively, school districts were held liable in damages for torts. This does not, necessarily, imply a change in the thinking of Pennsylvania courts with respect to the tort liability of school districts, although it well may. In the first case the court held the district not liable for negligence in the performance of a governmental function. In the other cases, the courts held the districts liable for negligence in the performance of proprietary functions.

In the first case, decided by the supreme court of Pennsylvania, a school district permitted the use of its property for recreation purposes by a municipal recreation association; a child, injured while playing on school property, brought an action against the district for damages. He was struck by another child on a bicycle, and knocked into a fence which, it was alleged, had been allowed to lapse into a state of disrepair. It was bent over and the top drooped over the playground. The plaintiff conceded the general law of nonliability of school districts for negli-

gence in the performance of their governmental functions, but contended that the maintenance of the fence was not part of the district's governmental functions.

In the first place, he attempted to predicate recovery on the idea that the board, in failing to keep the fence in a proper state of repair, was guilty of maintaining a nuisance to which the governmental immunity doctrine was not applicable. The court, drawing on precedent, noted that this "did not constitute a nuisance to which the immunity as respects governmental agencies has been held not to extend." The plaintiff also contended that the maintenance of the fence was not part of the district's governmental functions—that in so doing it was engaged in a proprietary function, for the negligent performance of which it should be held liable. The court, in answering this contention, noted that the statute gave permissive authority for the district to make its facilities available for recreational purposes under such rules as the board saw fit to adopt.

District Not Liable

In addition, the statute provided that the district "shall make such arrangements with any city, borough or township authorities for the improvement, care, protection and maintenance of school buildings and grounds for school, park, play or other recreation purposes, as it may see proper." In commenting on the statute, the court said: "This section of the Act strongly indicates a legislative intent that the providing of playgrounds by the School Districts was to be a governmental, not a proprietary function."

In the second case, the Braddock case, decided by the superior court, in June, a youngster, injured as he de-

scended an allegedly defective fire escape on an apartment building, brought suit against three taxing bodies: a county, a borough, and a school district, in whose names the building was titled by virtue of a tax sale. The question before the court was: "Are taxing bodies who acquire property jointly at a tax sale liable for the tort of their agents and employees arising out of said ownership of the property?" In commenting on this, the court said: "The determination of this question rests primarily upon ascertaining whether the taxing bodies . . . were engaged in a governmental or proprietary function in the administration of the building taken over."

Reviewed Litigation History

In answering the main question, the court reviewed the history of litigation in the field of tort liability, noting that as time passed "it became increasingly more difficult to differentiate between what was historically a governmental function and what was claimed to be such with the ever-increasing services assumed by the sovereignty and its political subdivisions." To the defendants' contention that, in acquiring possession and control of the property, they were collecting taxes, which was a purely governmental function, the court said: "... the collection of taxes is a governmental function. However, there is a clear distinction between the collection of taxes as such and the acquisition of property which is then commercially rented."

It noted that, under the statute, taxing bodies may bid in real estate exposed to public sale for nonpayment of taxes, but they are under no obligation to do so, i.e. "there is no inexorable demand that the taxing bodies bid in

(Continued on Page 106)

¹Michael v. School District of Lancaster, 137 A. (2d) 456 (Pa.); Pintek v. County of Allegheny, Borough of Braddock and School District of the Borough of Braddock, 142 A. (2d) 296 (Pa.); Morris v. School District of Township of Mt. Lebanon, 144 A. (2d) 737 (Pa.).

²Michael v. School District of Lancaster, 137 A. (2d) 456 (Pa.).

³Pintek v. County of Allegheny, Borough of Braddock and School District of the Borough of Braddock, 142 A. (2d) 296 (Pa.); Morris v. School District of Township of Mt. Lebanon, 144 A. (2d) 737 (Pa.).



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the property." In choosing to do so, the court said: "... the phase of taking title to such property is a proprietary function." The school district's contention was that, even if it was considered as conducting a proprietary rather than a governmental function, it retained its immunity status. The court rejected this contention, and said:

"The answer to this contention is that the school district of modern vintage exercises many functions which cannot be considered as governmental but, rather, proprietary. Thus, for example, in *Hoffman v. Scranton School*

District, 67 Pa. Dist. & Co. R. 301, it was held that the conduct of a football game attracting spectators for pay is a proprietary function for which the school district assumes the risks which accompany such activity."

Queried Governmental Nature

In conclusion, the court held that all three taxing bodies were liable in this case on the ground that "the operation here conducted was a proprietary function." In so doing, it appears that it made the same rule of liability applicable to both municipal and quasi-

municipal corporations. It is interesting to note that, in relying on the *Hoffman* case, it accepted as precedent a decision of a lower court, apparently, at the same time, ignoring as precedent another decision of a lower court—*Martini v. School District of Borough of Olyphant*, 83 Pa. Dist. & Co. R. 206. In this case, when a football player who entered a game with allegedly defective head gear was injured, suit was brought against the district for damages. The court held that such a game, at least as far as the players were concerned, was an educational activity and, therefore, governmental in character. Could the game be both governmental and proprietary—governmental as far as the players are concerned and proprietary as far as the spectators are concerned?

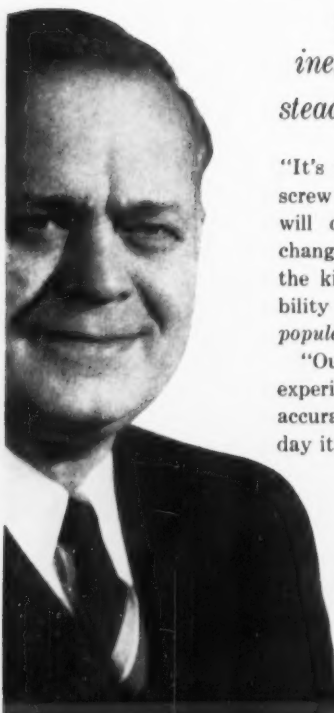
Insurance Implied Liability

It should be noted that one test used by the court in determining whether the activity was governmental or proprietary was the "predominant nature of the activities carried on within the buildings." The court also pointed out that the statute that permitted the school district to bid in property at a tax sale authorized it to carry liability insurance "to protect itself against liability for tortious conduct" and said: "It, therefore, cannot claim the benefits of a transaction and deny liability in connection therewith." Thus, the court appears to have implied liability from permission to carry liability insurance. If this be true, it is not in line with the decisions made by most other courts on this matter.

In the last case decided by the supreme court in September 1958, the parents of a child who was drowned in a swimming pool while participating in a recreational program conducted by a school district brought an action against the school district. The supreme court held the district could be held liable if negligence were proven, on the ground that the district, in conducting such a program at which a fee was charged, and which was open to residents and nonresidents of the district, alike, was engaged in a proprietary function. The recreation program was not a part of the regular school curriculum. It consisted of activities normal to a day camp, such as arts, crafts, dancing and swimming. It was a program which the district was not required, by statute, to undertake. In commenting on the history of litigation

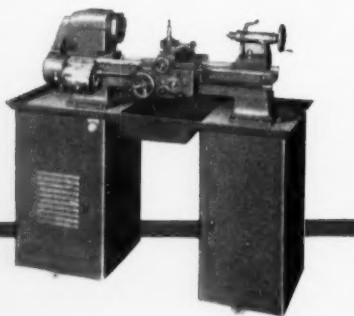
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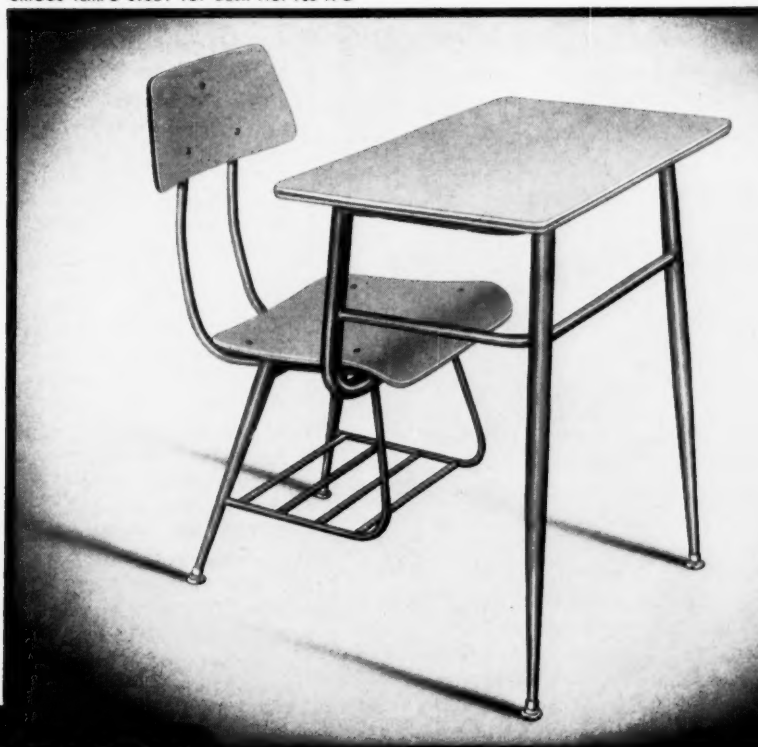
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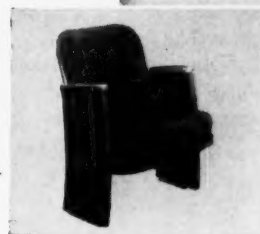
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in the field of tort liability, the court said:

"Although early cases appear to have distinguished between municipal corporations proper (cities and boroughs), and quasi-municipal corporations (counties, townships and school districts), stating that the latter were subject to a *lesser liability*, these decisions meant no more than that as quasi-municipal corporations they exercised predominantly 'governmental' functions, the area of their potential liability was more limited. It is clear that if these quasi-municipal corporations

perform what can be said to be 'proprietary' functions, the liability of a true municipal corporation attaches."

In arriving at its decision, the court noted the confusion that surrounds the question of determining "whether a given municipal operation is governmental or proprietary in nature," and stated that satisfactory tests for so doing had not as yet been devised. Nevertheless, concerning this matter, the court said: "In general (and perhaps unhelpfully), it has been said that, if a given activity is one which a local government unit is not statutorily required

to perform, or if it may also be carried on by private enterprise, or if it is used as a means of raising revenue, the function is proprietary."

It should be noted that the conjunction used by the court was "or" rather than "and," thus implying that if a given activity meets *any* not *all* of the criteria mentioned it could possibly be held to be proprietary in nature. This distinction is particularly important as one ponders the following sentence which appears to give the impression that proprietary functions, at least many of them, have their origins in the statutes: "Whatever may have been the governmental nature of the functions exercised by school districts in the past, their increased powers under the present School Code enable them to carry on many of the so-called proprietary endeavors characteristic of true municipal corporations."

Use of School Property

The distinction between the cases reviewed here, especially the Lancaster and the Mt. Lebanon cases, should again be noted. While both involve liability for injuries received while school property was being used for recreational activity, it should be noted that no charge for the use of school property was involved in the Lancaster case, but was in the Mt. Lebanon case. Nevertheless, it is also important to note that in the Lancaster case the court commented on the fact that the statute permitted the Lancaster board to use its school property "for social, recreation and other proper purposes, under such rules and regulations as the board may adopt." This statute was, in effect, when the accident that gave rise to the Mt. Lebanon case occurred. Therefore, it would appear to be significant that the court made no mention of it in that case and, in its decision, seemed to ignore what it said only five months earlier in the Lancaster case, namely: "This section of the Act strongly indicates a legislative intent that the providing of playgrounds by the School Districts was to be a governmental and not a proprietary function." Of course, a fee was charged in the Mt. Lebanon case. But one can only ask if the charging of the fee could have any effect upon the reasoning of the court based upon legislative intent.

The main significance of these cases is that they appear to indicate a change in the thinking of Pennsylvania courts. In the last two, the courts recognized

(Continued on Page 110)

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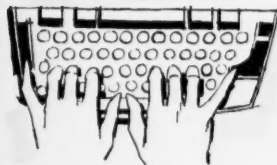
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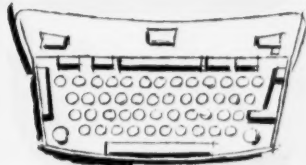
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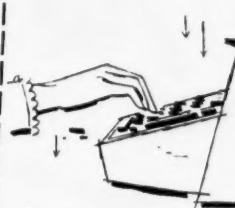
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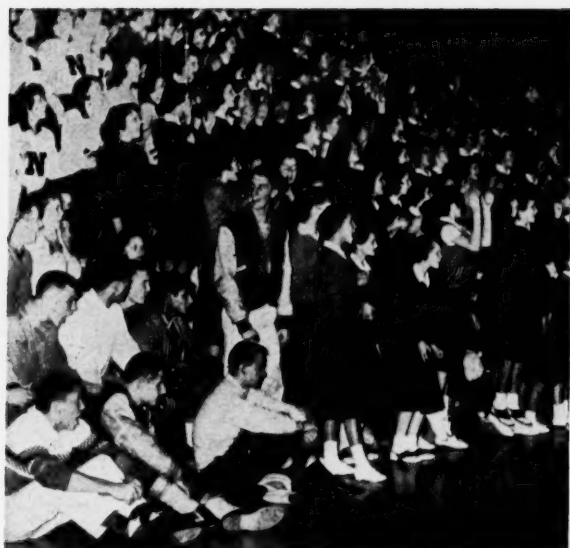
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a distinction between the performance of governmental and proprietary functions as a source of liability of school districts, something it appears not to have done earlier. While the courts of Pennsylvania have, at times, commented on proprietary and governmental functions, the higher courts have consistently held that acts performed by a school district are governmental, because of the nature of the district, an arm of the state. Now, it seems, the courts are, apparently, applying the same rule of liability to quasi-municipal corporations that they have previously applied to municipal corporations.

These cases appear to have some important implications for school administration in Pennsylvania. At least, they indicate that Pennsylvania courts in the future will differentiate between proprietary and governmental functions in assessing liability. The question is: How far will they go? Is a board engaging in a proprietary function when it maintains school cafeterias? When it permits and/or sponsors athletic contests, plays and operettas? When it permits the use of its facilities for community purposes and charges a rental fee? When it permits student groups to hold dances, at which an admission fee is charged, in school buildings? When it charges a fee for night or summer school classes?

Boards Might Consider Insurance

Only time can answer these questions. In the meantime, it might be well for school boards to consider taking out liability insurance. This, however, raises another question on which school solicitors have been in disagreement: "May a district, in the absence of a statute permitting it to do so, spend district funds for such insurance?" All doubt on this question now appears to be dissipated. Maybe the best clue to future action pointed toward the solution of problems in this field is to be found in two sentences taken from the court's decision in the Mt. Lebanon case. They said: "The solution of the problem of governmental liability in tort is too complex an undertaking to permit the partial and piecemeal judicial reform which the plaintiff seeks," and "Establishment of a comprehensive program by legislation applicable to the Commonwealth and to all of its subdivisions is sorely needed to deal effectively with tort claims arising out of the conduct of governmental activities." ■



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Financing Education in Great Britain

*The last in a series of articles on
education in Great Britain by Calvin Grieder,
conductor of Administrator's Clinic*

DURING my recent study tour in Britain I found that educational finance is in a state of ferment there just as it is in the United States. Two major considerations dominate the scene: (1) a radical change in the method of distributing national grants for local government, effective for the fiscal year beginning next month (April),* and (2) teachers' salaries. Other considerations of a relatively minor nature also command some attention.

Against the unanimous opposition of the education committees of the counties and cities (discussed in the Clinic for February), the government, controlled by the Conservative party, has abolished a system providing for specific grants for education and has adopted a system of "bloc grants" or lump-sum grants for all purposes including education. Each local authority — county or city, as the case may be — will decide for itself how the government's lump-sum grant is to be spread over 20 to 25 services and activities, including education.

Try To Equalize Financing

To understand just how far-reaching this change may be one must know that since the Education Act of 1944 the national government has put up 60 per cent, on the average, of the total cost of education, including capital outlay. The range extends from about 40 per cent to 70 per cent, as an effort is made to attain a considerable degree of financial equalization among the

146 local authorities in England and Wales. This endeavor to equalize is vastly assisted by central control of property assessment. In former times, assessment was under county control with resulting inequality similar to the condition found in the States. About 85 per cent of the total government subventions has been in support of education.

As of April 1, 1959, the bloc-grant scheme kills all earmarking of national grants, so that the claims of education will have to compete with those of roads, sewerage, water supplies, housing, fire and police protection, and so forth in every county council and borough (city) council. As pointed out last month, this is analogous to the situation that would exist in the U.S. if school administration and finance were placed under the immediate control of city councils.

Little Hope for Improvement

In spite of the rather generous grants announced for 1959-60 in the Government's White Paper of last November 27, not one education officer of those I interviewed was sanguine about the long-run effect on education of this change. Much depends on the interest of council members, which varies in England and Wales just as it does with us. No one, however, believes that the position of education will be improved, and on this point I am in strong agreement.

What is behind this significant change? Probably the most important factor is the government's conviction that local property taxation should carry a larger portion of the tax load that it now bears. This resembles the position of the Republicans in Colo-

rado. In fact, the Conservative party sounds a lot like the Republican party and the Labor party more like the Democratic party. Some justification for the government's position is to be found in the fact that the rate of national taxation — income tax, purchase (sales) tax, excise taxes, death duties — has increased fivefold since 1939, whereas local property tax rates have only doubled.

More Local Authority

The government holds, furthermore, that there is a popular tendency to look too much to the national government for financial support and direction and leadership. It is determined to restore to local authorities a larger share of control and responsibility.

The total tax load will, I believe, increase despite the evident hope of the government that local authorities will tend to "sit on the lid." So far as education is concerned more support can certainly be justified, and the expanding popular interest in education makes financial improvement seem probable.

Teachers' pay, the second major financial concern, is the focus of apparently enormous dissatisfaction and unrest. Almost every day the press carries reports of rejections by various teachers' organizations, local and national, of proposed temporary salary adjustments.

The national salary scales for England and Wales are arrived at by a body named the Burnham Committee comprised of representatives of the government and of the teaching profession and local educational authorities. (Scotland is under a somewhat different dispensation with the Teviot

*The change in grant distribution applies at present only to England and Wales, with Scotland and Northern Ireland exempt for the time being. Separate educational provisions are usually enacted for Scotland and Northern Ireland, roughly similar to those for England and Wales.

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Scale, based on higher qualifications than prevail in England and Wales.) The Burnham Scale presently in force starts at £475 and rises over a period of 17 years to £900 per annum, about \$1330 to \$2520, based on a minimum of two years' teacher training beyond secondary school. The scales are revised every three years, the next revision being due in this year to take effect in the spring of 1960.

There are many supplementary allowances for a rather wide variety of responsibilities, some quite nominal, so that the scale salary is often exceeded.

Rejected Temporary Increase

Virtually every local and national teachers' association has rejected an offer of a 5 per cent temporary increase that was effective Jan. 1, 1959. By far the largest organization, the National Union of Teachers, with 230,000 members, voted to reject the offer (113,000 to 100,000) against the recommendation of its own executive committee. It is holding out for an immediate revision of the basic scale to provide for a range of £600 to £1200, about \$1680 to \$3360.

Such figures look pitifully low to Americans but in terms of the British economy teachers in England and Wales (and Scotland) are slightly better off than their opposite numbers in America. For one thing, most teachers in Britain have only two years' preparation for teaching following secondary school. (This is to be raised to three years in 1960.)

In the second place, the median salary of teachers is above the median earnings (£500) of all employed Britons by a little bigger margin than is true in the United States.

Considerable Financial Strain

But that there is considerable financial strain is clear from the numerous strongly worded resolutions seeking higher pay and condemning current offers, liberally sprinkled with such words as appalling, insulting, totally unrealistic, niggardly, deplorable. Local authorities have no discretion on basic salaries, so relief must be sought at the national level.

On a number of other financial topics I learned many interesting facts. To my relief, I discovered that Britain does not devote anywhere near as much of its resources to education as Americans are often led to believe. For 1956-57 (latest data available) of the

Gross National Product the United Kingdom devoted 3.2 per cent to current costs of education; the U.S., 2.5 per cent; to capital outlay, 0.6 per cent and 0.7 per cent respectively; for total of 3.8 per cent for U. K. and 3.2 for U. S. This is a far cry from a ratio of 2 to 1 in favor of Britain, which is a popular figure to quote in U. S. And, as a recent report in *The Times* (London, Dec. 3, 1958) concludes: "... the whole American cake is so much larger [than the British] that real outlay a pupil is almost certainly greater." Incidentally, health services, including the National Health Service, take 3.3 per cent.

The support of church and other privately operated schools is another practice which I found interesting because it differs so greatly from U. S. philosophy, law and practice. Every kind of school — public (in the U. S. sense), denominational, independent — may receive from 50 per cent to 100 per cent support from public funds under certain conditions. Few schools indeed receive no public money. The main qualifications are surrender of majority control on the governing board of the school and agreement to be subject to inspection by Her Majesty's inspectors.

Space Standards Lower

Building costs, including site, equipment and fees, run about \$600 per elementary school pupil and from \$1100 to \$1200 per secondary school pupil. Space per pupil is approximately only two-thirds the square footage used in U. S. standards.

A high degree of control over capital expenditures is exercised by the Ministry, partly because of the need for fair allocation of materials and labor. No school plant may be built without the Ministry's approval, which may require two or three years of negotiation under favorable circumstances.

Proposal Called Inadequate

A \$1.1 billion, five-year school building program just proposed has been condemned by the Opposition in Parliament as being inadequate, as failing to provide for more teachers, and "owing to a doctrinaire opposition to comprehensive secondary education ... it fails to remove the admitted evils of segregating children [on the basis of examinations] at the age of 11."

When I went to Britain I intended to make a comparative study of (among other things) national grants

for education in Britain and federal aid in the U.S. After four months I finally concluded that, in spite of the difference in population (nearly 60 million in U.K. now), Britain is more aptly compared in school administration and finance with one of the 49 states than with the United States. On a geographical basis this makes pretty good sense, as the total area of Britain is smaller than that of a number of individual states, including Colorado. It is only a scant 400 miles from London to Edinburgh, and no point in the U.K. is more than 70 miles from the sea.

The Ministry of Education corresponds in my mind much more closely to a large state department of education than to a cabinet department in Washington.

That there is a rather marked degree of control exercised by the Ministry and through it by the national government is probably clear from this series in Administrator's Clinic. My point is that this control resembles more what we in the U. S. think of as "state control" than it does "federal control." The British schoolmen with whom I raised this question agreed. ■

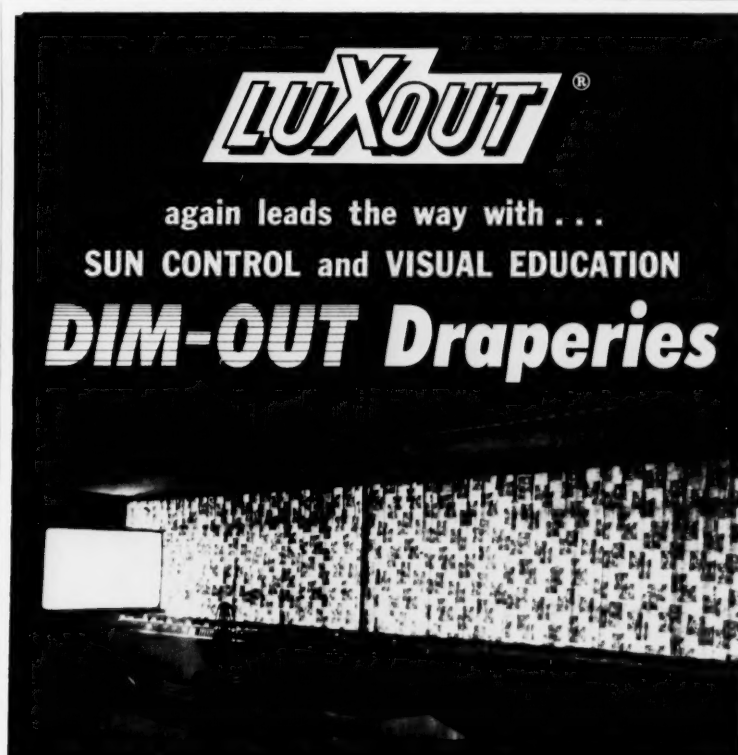


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Demonstration of salad preparation is part of the training program for school lunch employees of the New Orleans public school system.

How To Train School Lunch Personnel

MIRIAM I. HARRIS

Food Service Director, New Orleans Public Schools

AN EXPRESSION can be repeated so often that it becomes a meaningless cliché. Two expressions most often used in connection with school food service are: "The school lunch is a part of the total educational program," and "The school lunch furnishes one-third of the child's daily nutritional requirement." These are excellent goals toward which we should aspire, but how can these goals be accomplished?

Food Preparation Important

Planning adequate meals is not the complete answer. Food must be stored, prepared and served in the proper manner and under the proper conditions if it is to retain its maximum nutritive value. How can people who know little of nutrition, of large quantity cookery, and of the principles of sanitation provide food which will meet the requirements? How can employees who are untrained make the school lunchroom a factor in educating the child? The answer to both questions is: "Train the employees."

The personnel employed in school lunchrooms is made up largely of

homemakers. The use of these interested, willing workers is highly desirable. They have potentials not to be found in persons having no interest in the schools.

Planned for Specific Groups

It is essential that a training program be planned for the specific group by which it is to be used; the age, the formal education, the experience, and the aptitude of each member of the class must be considered. In a few areas a minimum of formal education is established for all applicants. If that minimum is a high school diploma and if the persons have had some training in home economics, the course should be planned with these facts in mind. If, on the other hand, the great majority of the employees have not completed more than the eighth grade, the course should be planned on their educational level.

A survey of school lunchroom personnel in New Orleans, made in 1952, disclosed that a large proportion of the employees had not completed a secondary school education. Few had taken any courses in home economics.

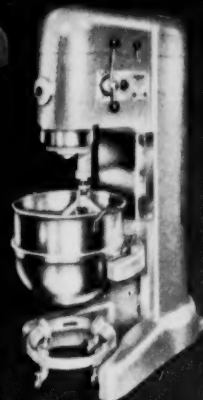
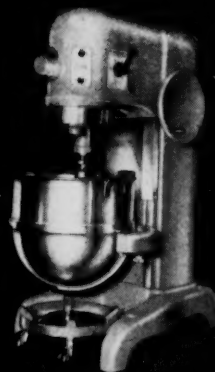
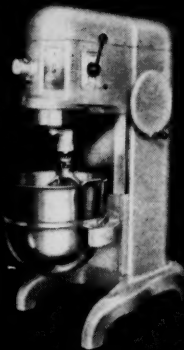
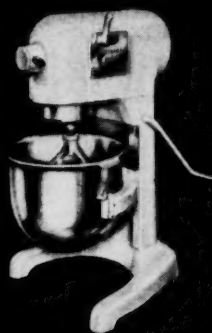
Their training for school food service had been limited to summer workshops and to the training they received by working.

During the school year of 1952-53 the food service department added preschool conferences, monthly meetings, and summer vacation classes as means of training. Each of these methods is important as a means of keeping employees informed of changes in policy and procedure but they are not adequate to fill the need. The idea of a permanent training program developed and was carried out.

Based on College Courses

In planning the training program the administrative staff of the food service department had no similar course to guide it. The outline was based on courses offered in colleges with the adaptations and simplifications necessary to make the material applicable to the specific situation.

One phase of the program that required careful consideration was the financial aspect. As the aim was to train persons presently employed, it was necessary to place substitutes in



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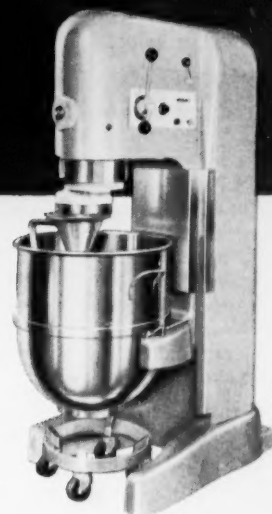
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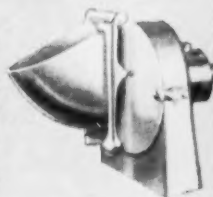
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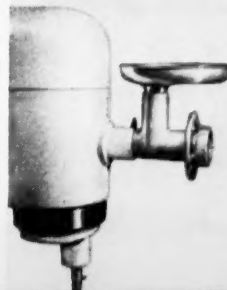
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Double the utility of your Hobart mixer with this attachment that does all your slicing, shredding and grating for salads, coleslaw and vegetable specialties... cuts potatoes for cottage and french fries or julienne.



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all schools having a regular worker or manager enrolled in a class. All employees received their regular pay while in training. After they had completed the course each employee was placed in her previous position or in a more desirable one. It also was believed necessary to assign some permanent employees to the schools in which the classes were scheduled. Permission was obtained for the department to assume these additional expenses.

The permanent program was established in September 1953. Improvements have been made through the years and the course of study described here is the one now in use. It is presented in the hope that it may aid other school systems in planning similar programs.

Training Program

Location. Classes are scheduled in well equipped secondary schools serving more than 300 meals daily. Two schools are used.

Length of time. Each class meets eight hours daily, Monday through Friday, for six weeks.

Size of class. Six trainees.

Instructor. The instructor holds a college degree in institutional management and had experience in food service prior to being employed as instructor. She is also the manager of the lunchroom of the school in which the class meets.

Outlet for food. The food is served on the lunch counter at the school.

Regular employees. In order that class members may have adequate time for observation, discussion and individual instruction, a regular staff is assigned to each school in which a training program is scheduled. These employees are responsible for any work that must be done while class members are not in the kitchen. They also assist in any station requiring assistance. The staff is made up of an assistant manager, two full-time helpers, and two part-time helpers.

Material furnished. Each class member is furnished with a general outline of the course, sheets of instruction on the preparation of various types of food, a list of precautions, a book of tested recipes, and copies of the menus to be used. Each person keeps a notebook in which she inserts the mimeographed sheets and in which she makes written reports of her assignments.

Books, magazines and pamphlets are available for perusal and the instructor assigns articles for reading and reporting. A simple test is given at the end of the six-week period.

Daily schedule. 7:30 a.m. to 8:30 a.m., demonstration; 8:30 to 2:30 p.m., laboratory; 2:30 to 3:30 p.m., discussion.

Subjects for demonstration and discussion. Vegetable, fruit and cereal preparation,

three days; salad and salad dressings, two days; housekeeping, three days; storage, two days; main dish preparation, five days; cold desserts, three days; pastry, cakes and hot breads, seven days.

Laboratory work procedure. Each class member is given a number at the beginning of the course. Each works for one week in each of five stations, rotating at the end of the week. During the sixth week each student is assigned to the station in which she wants or needs further experience. The stations are: (1) main cook; (2) assistant cook; (3) salads, cold desserts, and sandwiches; (4) baker — desserts, pastry, cake and hot breads; (5) vegetable preparation, and (6) housekeeping (in connection with each station).

The course is divided into seven lessons, corresponding to the seven subjects for demonstration and discussion. The outline of Lesson I, on Vegetable and Fruit Preparation, is given in detail here to indicate the manner in which material for each lesson is presented.

Discussion Problems

Simply prepared, well cooked vegetables are enjoyed more than disguised ones.

Buttered vegetables retain much of the natural flavor and appearance.

Cream sauce adds to the food value of vegetables and makes them go farther.

Many vegetables are quite tasty when escalloped, either with or without cheese.

Canned vegetables are already cooked. They should be heated in small quantities to ensure an attractive product.

Why are vegetables included in the menu? Variety in color, texture, flavor, nutritive value.

In what ways do vegetables differ from one another and how does this affect their preparation?

What effect does cookery have on nutritive value, flavor, color of vegetables?

List the different preparation techniques (peeling, chopping, scrubbing).

Discuss the different cookery methods used. Why do methods differ for canned, fresh and frozen?

Discuss the food value of fruits.

Discuss their value in the menu. Color, flavor, texture and variety.

What different fruits are available?

How may fruits be prepared?

Cereal Cookery

Variety of cereal products; types used in lunchroom.

Structure and food value of cereal grains.

Method of cooking including definite proportions; accepted standards of cooked products.

Morning Demonstrations

Cleaning of lettuce and other greens.

(Continued on Page 124)

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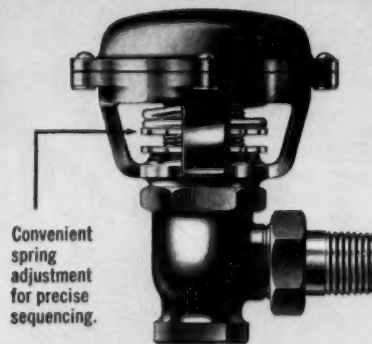


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They give more **ACCURATE** control—due to less valve stem friction. **SIMPLE**, few moving parts with minimum vulnerability to environmental hazards such as dirt, moisture, etc.

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Convenient spring adjustment for precise sequencing.

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Both Controls are specifically designed for Unit Ventilators.



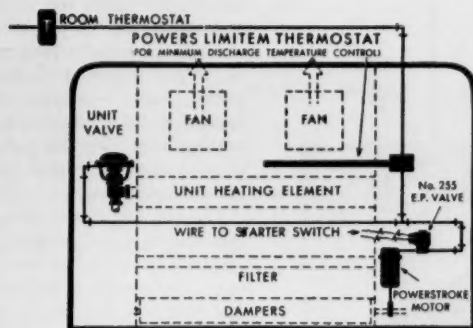
POWERSTROKE Damper Operator

QUALITY FEATURES provided by

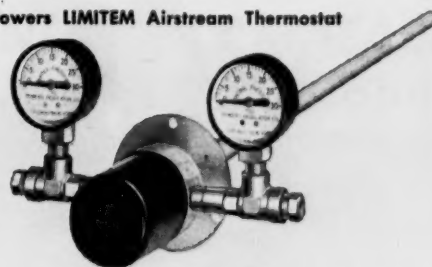
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UNIT VENTILATOR CONTROL

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Powers LIMITEM Airstream Thermostat with its efficient direct control gives precise regulation of unit ventilator discharge temperature without using complicated auxiliary devices.

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Preparation of fruits, sectioning grapefruit and oranges, keeping apples from discoloring.

Demonstration of mixer attachments, different knives.

Demonstration of use of french knife and chopping board.

Use of electric peeler, timing of vegetables, use of hand peeler.

Experiences

Use of attachments of mixer.

Use of french knife, paring knife.

Make a chart showing the availability of fresh fruits and vegetables in the various seasons in this locality.

List suggestions for using dried, fresh, canned and frozen fruits.

Steaming and boiling of cereal.

Comparison of rinsed and unrinsed finished products.

Chart on portions per pound.

Other material furnished for Lesson I includes instructions for preparing vegetables and fruits, fresh, canned and frozen; the various methods of cooking cereals and schedules for steam cookery, and a list of vegetables grouped according to the essential nutrients they supply with suggestions for cooking and serving these foods to retain their maximum nutritive value.

Each of the other lessons is similarly treated, with emphasis on the basic information needed and the application of the principles and procedures presented. For example, the lesson on housekeeping includes discussions on dishwashing, the cleaning and storage of pots and pans, the care of dining room furniture, and the cleaning of worktables, sinks, ranges, ovens, refrigerators, mixers and all other equipment. The proper care of floors, walls, shelving and other surfaces is discussed. Detailed written instructions are provided and each class member is assigned specific cleaning jobs each week.

Values Are Evident

The program has now been in operation for five years and it is possible to evaluate it. One of the most important results has been the change of attitude on the part of personnel. As could be expected, some employees resented the thought of being required to enroll in a training class. This was particularly true of some who had worked for many years in the lunchrooms.

The first few classes were made up of new employees and of those already employed who seemed to need the training most. The change in attitude during the first year was due largely to the ability of the two instructors. Each succeeded in opening up vistas to the women enrolled, in showing them the advantages of training, and in arousing interest. As these employees returned to the schools they aroused interest in others. After the first year it was never possible to enroll all of the employees who requested permission to attend.

The carryover from class to job has been exceptionally good. Recipes are more carefully followed, assistance is requested of supervisors, and written instructions are more closely followed. A desire for further training has permeated the department, and requests are constantly being received for the establishment of more advanced classes. As a result of these training classes, the food in the New Orleans public schools is more uniform and of a general higher quality in both flavor and appearance. The consumption of complete meals has increased each year. The program has paid dividends in happy employees, satisfied customers, and increased income.

Plans for Future

Every step of progress should be followed by plans for further progress. The New Orleans public schools are now developing a test kitchen, an apprenticeship training program for managers, and a two-week training program for substitutes. The class for substitutes will emphasize the use and care of all equipment and the proper methods of cleaning. It will aid in orienting the persons who will eventually be regular employees. ■



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** Custom Engineered Waste Receptacles **

Murray-Metcalf Bill

(Continued From Page 81)

Sect. 1—Short Title. The citation of the bill is the "School Support Act of 1959."

Sect. 2—Findings and Purpose of Act. The purpose of this bill is to provide federal financial support to help meet both the immediate and the continuing problems of financing adequate school facilities and teachers' salaries and thereby to strengthen the public schools.

Sect. 3—Authorization of Appropriation. Authorizes appropriations to be made for the fiscal year beginning July 1, 1959, and for succeeding fiscal years as follows: 1959—\$25, multiplied by school-age population, (app. \$1.1 billion); 1960—\$50, multiplied by school-age population, (app. \$2.2 billion); 1961—\$75, multiplied by school-age population, (app. \$3.4 billion); 1962—\$100, multiplied by school-age population, (app. \$4.7 billion).

Each year after 1962 the appropriations authorized would be \$100 per child of school age; the total amount authorized would either increase or decrease according to changes in school population.

Sect. 4—Allotments to States. The U.S. Commissioner of Education shall allot funds to each state on the basis of the state's school-age population, subject to such adjustments, if any, as result from the application of Section 8 (maintenance of state and local effort provision).

The state education agency of each state which desires to receive an allotment under the provisions of this bill shall specify annually to the commissioner the proportion of its state's allotment that will be expended for: (a) school construction and (b) teachers' salaries.

Sect. 5—School Construction Portion. The state education agency of a state which uses a portion of its allotment under this bill for construction of school facilities shall certify to the commissioner that such funds allocated within the state will be: (a) expended solely for the construction of school facilities in accordance with this bill and (b) so distributed that priority is given to local school districts which have the greatest need for additional school facilities and are least able to finance needed facilities.

Sect. 6—Teachers' Salary Portion. The state education agency of a state which uses for teachers' salaries a portion of its allotment under this bill shall certify to the commissioner that such funds allocated within the state will be: (a) distributed among its school districts to be used solely for teachers' salaries and (b) distributed so that at least three-fourths of the total portion of its allotment that it specifies for teachers' salaries will be allocated to school districts on a per-teacher basis.

Sect. 7—Verification of Expenditures. The state education agency shall verify

annually to the commissioner that funds received under this act were distributed, expended in accordance with the bill.

Sect. 8—Maintenance of State and Local Financial Support of Schools. This section of the bill sets forth a formula by which a state's allotment under Section 4 would be reduced if its relative effort to support schools from state and local sources is less than the average effort for all the states. The section provides that the total sum resulting from the penalties involved would be reallocated among the states that made an effort at least equal to the national average.

An important clause in this section de-

fers application of the maintenance-of-effort provision for the first three years that allotments are made under the bill.

Sect. 9—Labor Standards. This section provides that the state education agency shall give assurance to the commissioner that workmen employed on school construction projects financed by allotments under the bill will be paid wages in keeping with the prevailing wage rates in the area as determined by the U.S. Secretary of Labor under the Davis-Bacon Act.

Sect. 10—Appropriation for Administration. Authorizes necessary sums to be appropriated to Department of Health, Education and Welfare. (Cont. on p. 126)



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Sect. 11—Assurance Against Federal Interference in Schools. "In the administration of this act, no department, agency, officer or employe of the United States shall exercise any direction, supervision, or control over policy determination, personnel, curriculum, program of instruction, or the administration of any school or school system."

Sect. 12—Definitions. Throughout the bill, the term "commissioner" means the U.S. Commissioner of Education.

"State" means a state, Hawaii, Puerto Rico, Guam, Virgin Islands, Wake Island, American Samoa, and the District of Columbia.

"State education agency" means the state board of education or other agency or officer primarily responsible for the state supervision of public elementary and secondary schools.

"School district" means any public school administrative unit in a city, county, township, school district, or other political subdivision in a state that is under the direction of a board of education or other legally constituted authority.

"School facilities" means classrooms and related facilities (including furniture, equipment, machinery and utilities necessary or appropriate for school purposes) for education which is provided by a

school district for elementary or secondary education, in the applicable state, at public expense and under public supervision and direction; and interests in land on which such facilities are constructed.

"Constructing" and "construction" mean the preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, improving, or extending school facilities, and the inspection and supervision of the construction of facilities.

"Child of school age" means a child between 5 and 17, both inclusive.

"School-age population" means that part of the population which is between the ages of 5 and 17, both inclusive, as determined on the basis of either the actual or estimated population.

"Teacher" means any member of the instructional staff of a public school district as defined by the educational agency of each state.

"Teachers' salaries" means the monetary compensation paid to teachers for services rendered in connection with their employment.

The following is a summary of the maintenance of state and local financial effort to support schools which is contained in Section 8 of the bill:

The amount allotted to any state under Section 4 for any year would be reduced by the percentage (if any) by which the state's school effort index for that year is less than the national school effort index for the year, with the exception that during the first three years that allotments are made this provision will not be applicable. The total of such reductions would be reallocated among the remaining states by proportionately increasing the amounts allotted to them under Section 4.

The state effort index is obtained by dividing the total revenue (state and local) for schools per public school child for the state by the personal income per child of school age for the state. Thus:

$$\text{Effort index} = \frac{\text{Revenue per public school child}}{\text{Personal income per child of school age}}$$

Income per child of school age (5-17)

State and national figures on revenue per public school child will be determined by the U.S. Commissioner of Education for the most recent school year for which satisfactory data from the states can be obtained. Revenues per child will be determined by dividing the total state and local revenue for elementary and secondary education by the number of children in average daily attendance in public elementary and secondary schools. The national figure will be similarly derived by taking the totals for the states.

$$\text{Revenue per public school child} = \frac{\text{Revenue for schools}}{\text{Children in A.D.A.}}$$

Personal income per child of school age will be obtained from the U.S. Department of Commerce, Bureau of the Census.

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School Board Leadership in America. By Edward M. Tuttle, Interstate Printers and Publishers, Inc., Danville, Ill. Pp. 320. \$5.

If school boards average at least five members each, here is a book that should sell more than a quarter of a million copies this year: Edward M. Tuttle's "School Board Leadership in America."

The author sets forth the principles to which board members should cleave, defines their duties, warns of stumbling blocks, warms the heart with faith and hope. He also provides a compendium of information on the organization, operation, and history of school board associations, and particularly of the federation of state associations which form the National School Boards Association.

This is fast and important reading. The book is short. The chapters are short. The paragraphs are short, almost always just one clear sentence long.

Every chapter dealing with policy is illumined by a single carefully selected example from the author's casebook. And every chapter begins and ends with a boldface quotation of high pertinence. To each opening quote Mr. Tuttle appends a swift homily of his own. Oftener than not he excels the sage he quotes.

The author, as every schoolman knows, was the first full-time executive secretary (1949-56) of the N.S.B.A. Before that he had wide, long and deep experience as farmer and editor. He worked on the Cornell "Rural School Leaflet" and the "Rural New-Yorker," and he edited the "Book of Rural Life." He also served for many years as a school board member on Long Island and wrote myriad articles on school policy.

Developed National Association

It takes hard prying through the modesty of this man to uncover the extent to which the national association, its firm and wise procedures, its phenomenal growth, and its record of cooperative service have been his own creation as well as his dream. The fact can't be entirely concealed by his liberal credits to others.

Mr. Tuttle is not one to blench at a platitude and, because his are healthy and important platitudes, it is praise and not derogation to say it. This is an earnest book. There may be no fireworks in it, but it burns with a clear bright flame.

ON THE SHELF

with James M. Spinning

He reports that 85 per cent of board members are elected by the people, 60 per cent of them at special board elections. In cities of more than 500,000 about half, and in cities of more than 100,000 about a fourth, are appointed by some civil authority. He notes an annual turnover in board membership of from one-fourth to one-third.

He finds that the most serious stumbling blocks for boards are associated with partisan loyalties, lack of written policies (only a third of the boards have them), fragmentation of interest and responsibility through the use of standing committees, abuse of executive sessions, fiscal dependence, dual control, and over-emphasis on housekeeping. He holds that a board should devote as much time to curricular as to business affairs.

New Members: Go Slow

In particular, he warns that new members should go slow. "A recurrent threat to school board unity," he says, "is the new board member who, without a period of assimilation, sets out single-handedly to accomplish some declared reform or to lead a crusade toward some personal objective." (Chorus of superintendents: Ain't it the truth!)

Faced with criticism of the schools, a board, Mr. Tuttle says, should take the initiative in inquiry, broaden the base thereof, make sure that it is conducted not by a group of single-trackers operating on a loose pulley but by a representative committee of responsible citizens and by the board itself.

He holds that any citizens' committee should have a close working relationship with the board and report directly to it, and be fully aware that it serves in an advisory and not a supervisory capacity. Mr. Tuttle lists 20 questions with which such committees may properly concern themselves. He has faith that: "Expressed opinion, unsupported by facts, cannot stand against the facts which must be taken into account in any wise decision. The freest possible exchange of information and ideas among the members of a group or a community is the surest guarantee the questions at issue will be settled 'rightly.'"

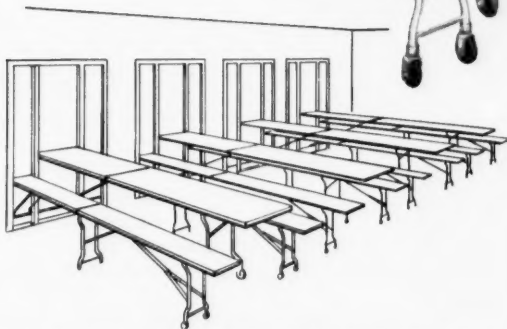
It is hard even for a confirmed cavalier to find things to cavil at in this book. Some administrators may feel that there

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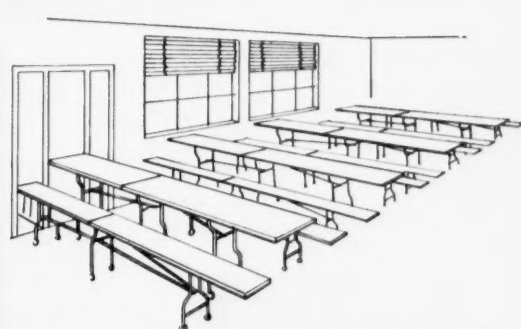
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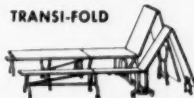
(1) Budget positively prevents use of wall pockets. (2) Area will not be used for lunch hour seating in future. Arrangement is temporary. (3) Enrollment increase requires auxiliary seating. Where portables are indicated, get the facts on Schieber—they're "school engineered."



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is too little about the board vis a vis the superintendent. Yet the author is as clear as most of us can be on the distinction between policy forming and execution. He notes wisely that the greater the confidence of the board in its superintendent the less need there is for detail in policy statements. And surely every superintendent should be happy if all his board members measured up to Mr. Tuttle's specifications for them. True, there is little about what to do when a board or a superintendent gets things fouled up. So the moral of the story is clear. Stick to the guidelines and there won't be anything to unfoul.

The author believes that, first of all, board members should be completely committed to the basic tenet of free education for all; that they should be persons of high purpose and repute — and unsalaried. Whether their final selection is by popular vote or by appointment, he advocates an initial canvass and screening by an independent caucus body of rotating members broadly representative of the district and serving in their individual capacities.

Part II, devoted to association matters, contains a wealth of tabular material, suggestion and sound advice. The author maintains that representation and voting

in state associations should be by boards rather than by individuals; in the national association by states rather than by individual boards. At all levels he seeks unity, not division. His slogan is leadership in cooperation. He extends it to all professional and lay groups interested in education. He details the projects for which some quarter-million dollars which the N.S.B.A. has received from foundations has been used in research as well as in joint publications with the A.A.S.A.

Carefully distinguishing between lobbying and legitimate working with legislators, Mr. Tuttle deplores the too frequent failure of states to finance education, simply because board members and school people fail to make themselves heard.

In his list of questions for discussion at regional meetings there are two on which I'd particularly enjoy hearing debate: (1) Should board meetings be taped and played back at the members? and (2) Are school boards and administrators wasting each other's time?

We are reminded that the boards of 15,000 districts, representing about 80 per cent of the school children of the country, are active members of their state associations; that now (just now) every one of the 49 states plus Hawaii and "The District" are so organized; that 16 of these have got under way only in the last 10 years. Hawaii made it first (1858); the District last (1958).

Part III, called "Challenge," contrasts Education by Will (ours) and Education by Order (Russia's). The author was reading the Benton report while most of us were waiting for sputnik to arouse us.

Democracy Needs Education

"How long," demands Mr. Tuttle, "will it take us to see that we have starved and crippled the thing we cherish?"

Earlier he has quoted pointedly from The Talmud: "You are not required to complete the task; neither are you permitted to lay it down."

The appendix holds codes of ethics for board members, criteria for picking superintendents, a statement of N.S.B.A. beliefs and policies, its constitution, tables of membership fees, and release data on the association's motion picture, "School Board in Action."

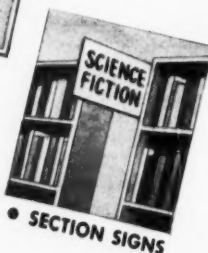
The material on association activities makes this a hardly dispensable handbook for board members. The treatment of the nature and pattern (Mr. Tuttle calls it a mosaic) of the American educational enterprise makes it for all of us one of the finest books in the field since those epoch making volumes of the Educational Policies Commission back in 1937 and 1938, "The Unique Function of Education in American Democracy" and "The Structure and Administration of Education in America." Mr. Tuttle has written a testament of faith. ■



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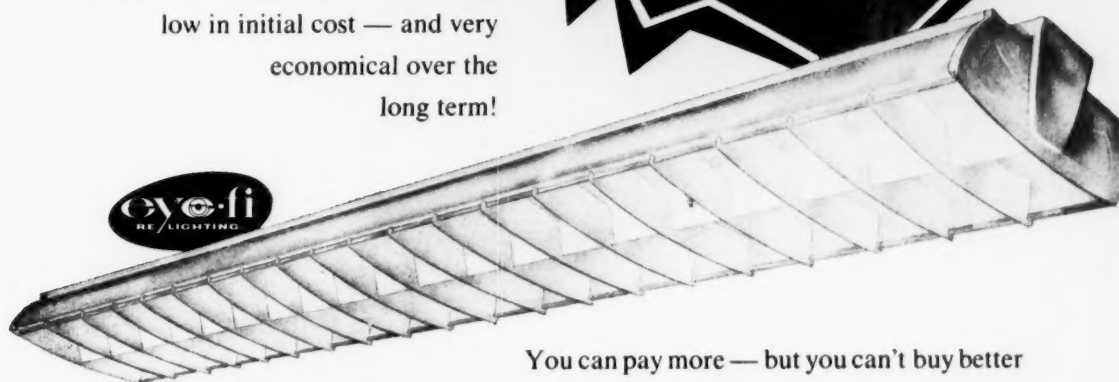
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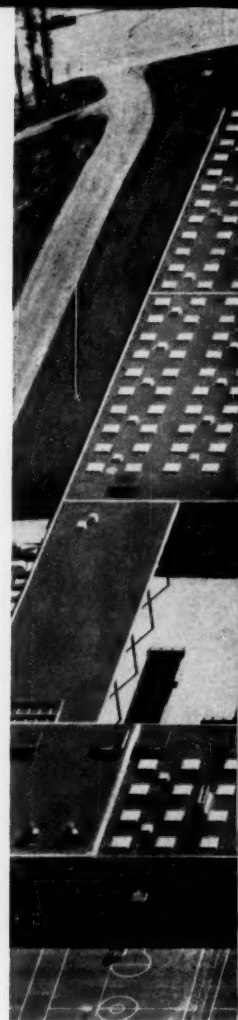
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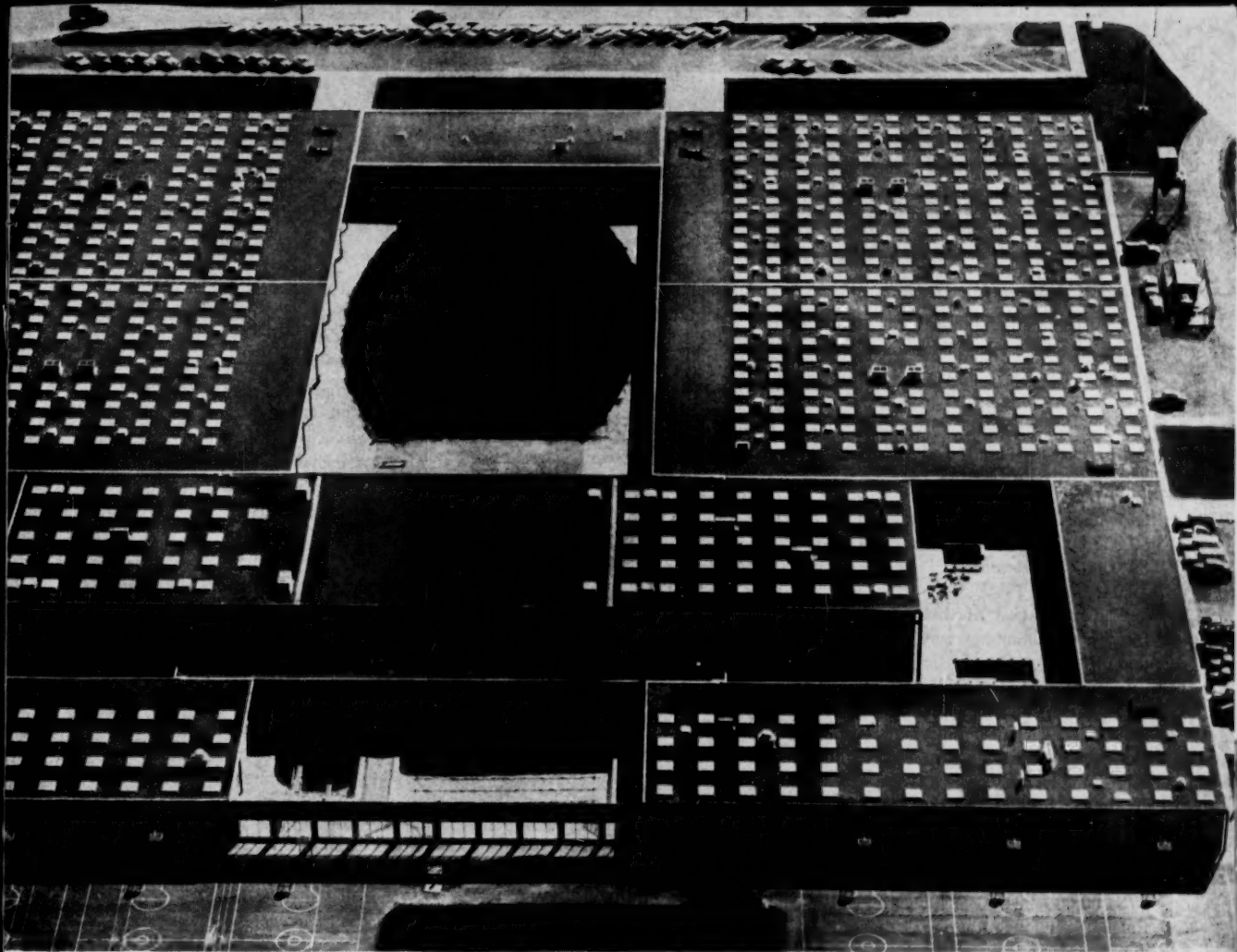
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Mills High School, San Mateo Union High School District, San Mateo, Calif.—Thomas F. Reynolds, District Superintendent
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report from Washington By EDGAR FULLER

Federal Budget for 1960

► The President's budget for the Department of Health, Education and Welfare adds up to \$3,139,719,000 for the fiscal year 1960, which begins July 1, 1959. Education is down for \$454,729,912, or nearly 15 per cent of the total. Principal items include:

U. S. Office of Education. Salaries and expenses for 1959 amount to \$9,853,000. The 1960 estimate is \$12,800,000, a recommended increase of \$2,946,500.

The major part of this increase is for new personnel and services for the administration of the National Defense Education Act. The Office of Education plans to add 316 new persons to its staff for the new program, raising the total number of employees to almost a thousand. Cooperative research funds will be increased from \$2,700,000 in 1959 to \$3,200,000 in 1960.

National Defense Education Act. A supplemental appropriation request of \$75,300,000 in the new budget, plus the \$40 million authorized when the act was passed, would bring the appropriations for the current year to \$115,300,000. The request for the second year's activities under the act is for \$150 million. The following table gives a breakdown of funds authorized in 1959, supplemental funds for the current year and request for 1960:

Funds Authorized in 1959, Supplemental Funds for Current Year, and Budget Request for 1960

	1959 Enacted	1959 Proposed Supple- mental	1959 Total Estimate	1960 Estimate	Increase
1. Student loans	\$ 6,000,000	\$25,000,000	\$ 31,000,000	\$ 31,000,000	\$ none
2. Science, math., foreign languages	20,350,000	37,000,000	57,350,000	64,000,000	+6,650,000
3. National defense fellowships	820,000	4,500,000	5,300,000	13,450,000	+8,150,000
4. Guidance, counsel- ing, testing	7,400,000	3,000,000	10,400,000	20,000,000	+9,600,000
5. Advanced training in foreign areas & languages	800,000	4,200,000	5,000,000	10,050,000	+5,050,000
6. Educational media research	500,000	1,000,000	1,500,000	3,000,000	+1,500,000
7. Grants to states for area vocational programs	3,750,000	none	3,750,000	7,000,000	+3,250,000
8. Grants to states for statistical services	400,000	600,000	1,000,000	1,500,000	+500,000
	\$40,000,000	\$75,300,000	\$115,300,000	\$150,000,000	+\$34,700,000

Vocational rehabilitation. Continuing the Administration's policy of expanding this program, the 1960 recommendation is \$66,138,000, estimated for providing assistance to 90,000 handicapped or disabled persons. This is \$8,220,000 higher than the 1959 appropriation, which was estimated to assist 82,000 persons.

Teacher education for the mentally retarded. This new program provides for grants to public and other non-profit institutions of higher education and to state educational agencies to assist in providing training for leaders in programs of education for the mentally retarded. The budget request for 1960 of \$1 million is to be used for an average of two traineeships to each state, and grants to institutions of higher learning.

Federal assistance laws. The 1960 budget request for construction and operation and maintenance of schools in federally affected areas is unchanged at \$180 million.

The estimate of \$142,300,000 for operation and maintenance will provide school districts with approximately the same percentage ratio of entitlement (85 per cent) as was available in 1959. Construction projects are estimated at \$38,500,000.

Land-grant colleges. Cash grants for the partial support of land-grant col-

leges and universities total \$5,051,500. This appropriation has remained at the same level for many years.

Vocational education. The requested appropriation for 1960 is \$39,740,412. This is about 2.8 per cent below the 1959 appropriation, but funds carried over from this year will make actual expenditures about the same in 1960 as in 1959.

Looking Ahead in Finance

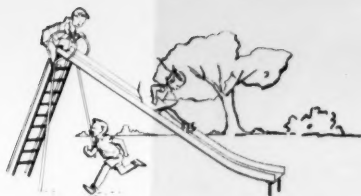
► In public school finance, the real issue has long been whether the national government shall share the investment in public schools with state and local governments. Since the White House Conference on Education in 1955, political and economic trends have made the national policy increasingly clear, and in 1958 the National Defense Education Act (P.L. 864) made a modest short-term beginning. General recognition of the national government's dominating tax position and the need for better education to ensure our long-term national security cast the die in favor of federal support.

Will Be Vested Interest

► Public Law 864 expires on June 30, 1962, and is technically an emergency measure, but leading members of Congress said during debate that it was only a beginning. The hard fact is that before 1962 almost every school district, college and university will have vested academic and financial interests in the special aids under P.L. 864. In view of this fact, it will be difficult to substitute a better system, even though most schoolmen prefer a long-range approach quite different from that of the National Defense Education Act. Serious efforts should be made now to work out better legislation to replace the public school provisions of P.L. 864 as a permanent program.

An administrative pattern to achieve the most effective local, state and federal intergovernmental action is of major importance. It will determine whether Congress and the federal administration shall make educational decisions in Washington or will sup-

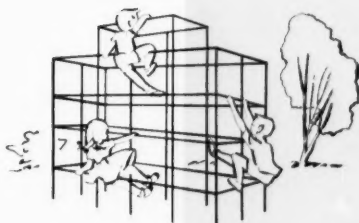
(Continued on Page 137)



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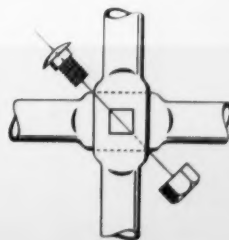
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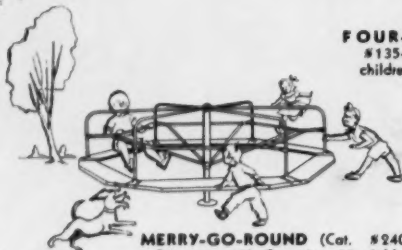
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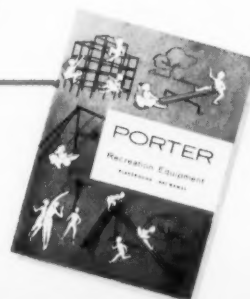
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port state and local definitions of what public education shall be.

Alternatives

► This raises the basic question for the future. Shall the national government continue special aids for special purposes with all the federal regulations and administrative activity required to keep these aids special? Or will it be willing to add funds to the state finance systems under the state laws for distribution and reporting under the same terms that now govern the billions of dollars paid each year from state sources for the support of the public schools?

The second alternative shuts the door completely against federal control of education and guarantees state and local management of the public schools. This can be ensured by providing in the federal law that, upon receipt by the state, the federal funds shall thereafter be deemed to be state funds to be distributed under state laws to local school districts.

On the other hand, federal regulations having the force of law are necessary whenever the federal law requires that federal funds shall be spent for a federally defined specific purpose. This makes necessary separate accounting according to the special purposes for which the funds are spent locally. It sets up two systems of reporting and separate provisions for fiscal prudence, one for state funds and another for federal funds. It is unnecessarily wasteful. The proposal to add federal funds to state public school finance systems would eliminate red tape and administrative costs in local districts, in the states, and in the federal government.

Practical Local Applications

► Abolition of federal controls and application of the same prudential requirements that are already applied to state tax funds for schools would not change the practical uses of the funds in local schools. No change would be caused in the present use of small amounts of public funds in some states for auxiliary services for pupils in nonpublic schools. There would also be the same opportunity for a local school district to use funds from federal sources for such exceptionally important purposes as increased teachers' salaries. In this instance the practical situation would be the same as though a special federal law had designated this specific purpose for federal funds.

Let us illustrate.

Suppose a situation where one local school district has an annual budget of \$1 million, with \$500,000 raised locally, \$450,000 from state aid, and \$50,000 from special federal funds such as for vocational education. If this district is now spending \$5000 each year for transportation of pupils to nonpublic schools under the laws of the state, there is no reason why the local board cannot spend additional amounts for this purpose from the \$500,000 of funds from local taxes. No federal law reaches down this far to determine

local school expenditures, whether the federal law is special or otherwise. If federal funds of \$100,000 were added to the \$450,000 of state aid there would be no change in the nonpublic school transportation situation; the state aid would merely be \$550,000 instead of \$450,000.

Similarly, if the \$100,000 from the national government comes to the local district earmarked as federal funds for teachers' salaries, or for any other special purpose, the practical result in the local school district is unchanged. The local board can use the



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\$100,000 from federal sources in its salary budget item and then use \$100,000 of local tax funds formerly used for teachers' salaries to build a wing on a building, purchase school buses, or for any other school purpose. No question of the maintenance of state and local effort in education is involved.

Again, if the \$100,000 from the national source were added to the \$450,000 of state aid, the local board would have the same amount of money to increase teachers' salaries, and the same freedom of choice whether or not to

do so, as though the federal funds had been earmarked for the purpose.

Changing Times

► Changing times bring changing requirements in educational finance as elsewhere. When federal aids were few and small in amount, there was more reason why they might well be special in character. Now that these special aids have been multiplied so that they affect numerous segments of education, however, they are in scope almost the equivalent of general support, even though they unfortunately

retain all the controls and red tape typical of small special aids. The question is what is best for public education for the long term.

Since last September much has been learned from the task of placing Public Law 864 in effect. Its special aids, in spite of excessive administrative expenses at all levels of educational government, will do much to improve some areas of education. Administrators are doing their best to make it work well. But any long-term law that may send federal employees into local school districts and that gives Congress and federal administrative officials authority previously exercised by states and local communities should probably be no more than temporary. An alternative is to use federally appropriated funds directly for public schools through state aid systems, which will cut out red tape, eliminate federal controls, and preserve state and local initiative and autonomy in public education.

Bitter opponents of federal sharing of public school costs will continue to say that there *must* be federal controls whenever funds are used for education. This is not true, nor are such controls desirable where the public schools are concerned. In the next breath the same bitter opponents oppose federal support of education *because* it will inevitably bring, they say, federal controls. This is not true either.

For 69 years the national government has made cash grants under the second Morrill Act without federal control of the land-grant institutions or the educational programs supported in them. These institutions report on the use of the funds on a single page each year, *after* using them. The same pattern might well be considered for future local-state-federal financing of the public elementary and secondary schools.

Congressional Pages

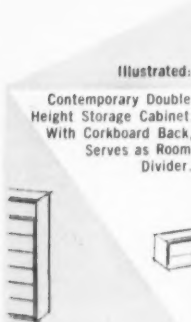
► A mixup in the House patronage committee recently brought a 14 year old Negro boy from Chicago to Washington to be a House page, only to find the job had been filled when he arrived. The resulting publicity called attention to this minor branch of congressional patronage.

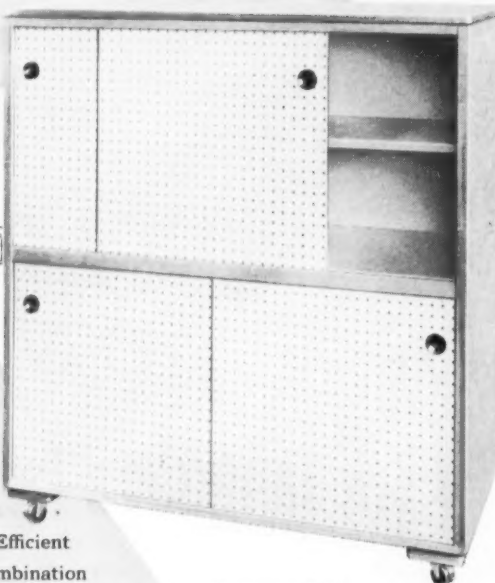
There are 50 pages in the House, 26 in the Senate, and six in the Supreme Court. The boys are selected informally by members of Congress who sponsor them, are 13 to 17 years old, earn about \$65 weekly, attend a special



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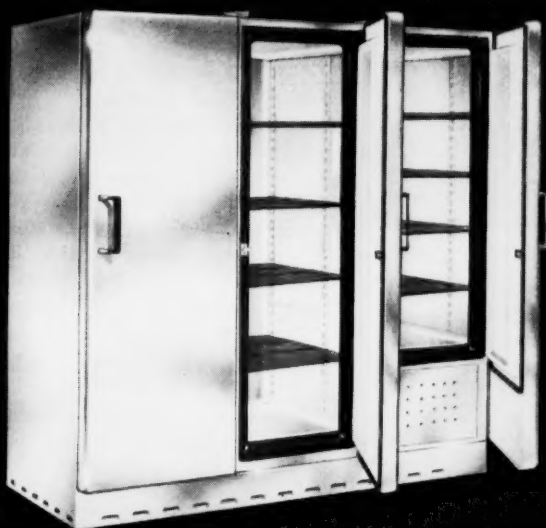
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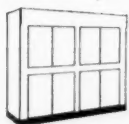


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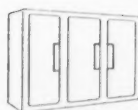
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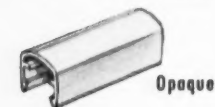
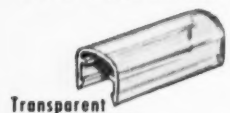
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public school operated by the District of Columbia from 6:30 to 10:30 a.m., and then run errands during the day. There are two Negroes among the Supreme Court pages, and the school is desegregated, but the Chicago boy would have been the first Negro page in Congress.

Rep. O'Hara of Chicago is seeking to create another page position for the disappointed boy, but the chairman of the House patronage committee, Rep. Sheppard of California, is opposing the move. He says there are more pages than can be kept busy already, that they often live without supervision after work hours, and that the whole operation is "stupid." There is some disagreement on this, but no member of Congress can "sponsor" a page without approval of Sheppard's committee of three.

Amendments in States

► Last November, New Mexico and West Virginia passed constitutional amendments providing for state boards of education with authority to appoint their respective chief state school officers. The number of states with such provisions now total 21, compared with eight 12 years ago.

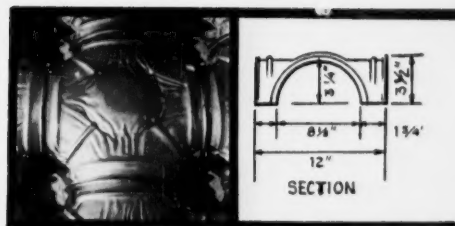
New Mexico has elected a 10 member board from the state's 10 judicial districts. Tom Wiley, who was elected state superintendent of public instruction in the same election that approved the constitutional change, has been appointed to the same position by the board.

In West Virginia, a new nine-member state board of education has been appointed by the governor and confirmed by the state senate. Each of West Virginia's six congressional districts must be represented, and no more than two members of the board may be from any one congressional district. No more than five members may belong to any one political party. State Supt. R. Virgil Rohrbough, who was elected in 1956, has been appointed by the board for an indefinite term in his present position.

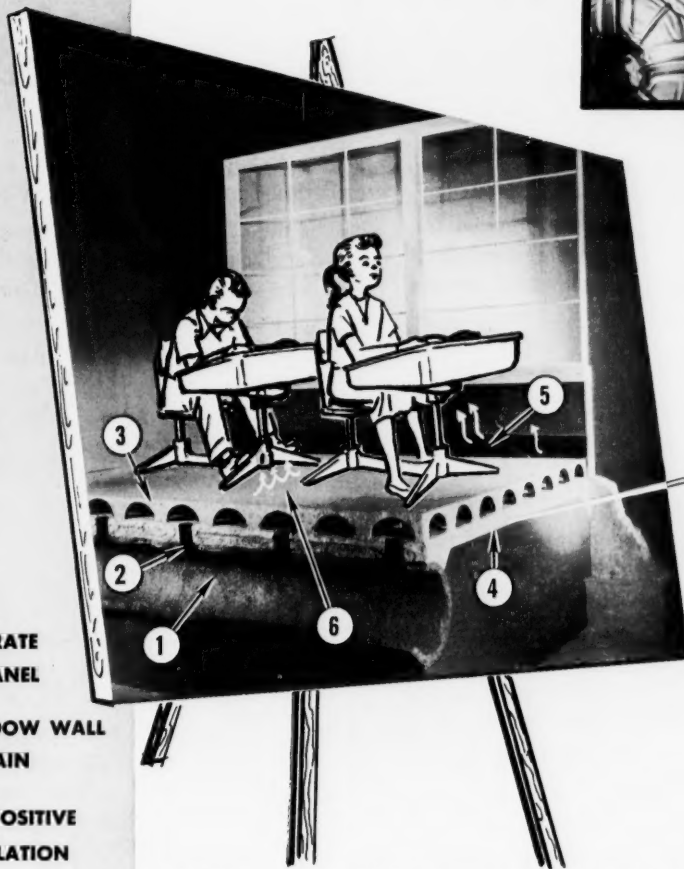
Science Refresher. Some 3352 public school teachers in New York State have taken refresher courses in mathematics and science financed by a \$480,000 appropriation from the state legislature. Commissioner James E. Allen Jr. and the Board of Regents have asked the legislature to continue supporting the program, which attempts to keep teachers informed on the latest developments.

THE NATURAL THERMAL

Environment For Education

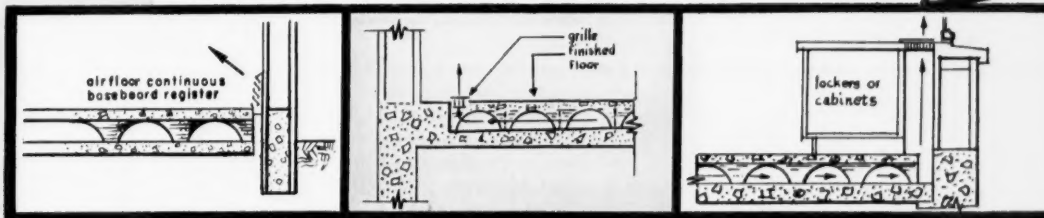


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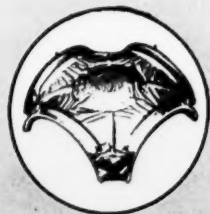
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NEWS IN REVIEW

Pearl Wanamaker Wins Libel Suit From Fulton Lewis Jr.

WASHINGTON, D. C. — After a nine-day trial, a federal court jury here awarded Pearl A. Wanamaker \$145,000 damages in her libel suit against Fulton Lewis Jr., radio commentator, the Mutual Broadcasting System, and local Station WWDC. This was the largest libel judgment ever awarded in the District of Columbia.

Mrs. Wanamaker, for many years superintendent of public instruction in the state of Washington, charged that Mr. Lewis in a 15 minute broadcast on Jan. 6, 1956, ruined her career as an educator. Lewis criticized her role in the White House Conference on Education and erroneously used her name in speaking of a woman whose brother had disappeared behind the Iron Curtain, renouncing his American citizenship.

Previously, Mrs. Wanamaker had won judgments totaling \$17,500 in suits brought on the same facts in Oklahoma and the state of Washington.

Three days after the broadcast Mr. Lewis offered Mrs. Wanamaker time on the air to reply, after admitting the case of mistaken identity. She did not accept but brought suit for \$1 million against Lewis, the Mutual Broadcasting System, and Station WWDC, Washington, D.C.

Lewis asked for a new trial.

A.S.C.D. Will Hear Report on Cooperative Action Plan

WASHINGTON, D.C. — "Action on curriculum issues" will concern the Association for Supervision and Curriculum Development when it meets in Cincinnati, March 1 to 5, for its 14th annual conference.

Progress made in the Cooperative Action Program for Curriculum Improvement, adopted at the 1958 convention, will be told by Jane Franeth, A.S.C.D. president. Three phases of the program received special emphasis last year: balance in the curriculum, providing for individual differences, and evaluation of learning.

Significant research findings and their possible use will be examined by study groups, while specific aspects of the curriculum will be discussed at special assemblies.

Key speakers will include Lawrence Derthick, U.S. Commissioner of Education, and L. D. Haskew, dean, college of education, University of Texas; the latter will deliver the keynote address.

At the annual luncheon Harold Hand, professor of education, University of Illinois, will talk on "Ways of Preventing Regression to the Status Quo Ante."

First Three States Qualify Under Title X, N.D.E.A.

WASHINGTON, D.C. — Pennsylvania, Connecticut and New Mexico were the first states to receive federal aid under the National Defense Education Act's Title X — to develop plans for improving statistics on major education developments, James E. Gibbs Jr., head of the program, has announced. Twelve other state plans are under review and 35 to 40 others are expected to be submitted this year.

A state may use up to \$50,000 during the present fiscal year. Each dollar of federal money spent must be matched by a dollar of state funds.

Integration Gains Foothold in Virginia; Delaware Has Plan for Integration; Georgia, Arkansas Stand Pat

RICHMOND, VA. — Gov. J. Lindsay Almond Jr. and school officials in Norfolk and Arlington averted "another Little Rock" as on February 2, for the first time in Virginia, white and Negro pupils attended the same public schools.

Seventeen Negro students attended classes in three senior and three junior high schools in Norfolk, and four Negro children entered Stratford Junior High in Arlington. The next week nine Negro children enrolled in white schools in Alexandria.

Threatened picketing and boycotts did not develop as Virginia's massive resistance to integration began to crumble under repeated rulings by federal and state courts. Norfolk schools had been closed to 10,000 pupils since September.

Charlottesville and Warren County schools, also closed since September, were given 30 days to prepare for integration.

On January 19, Virginia's own highest tribunal, the supreme court of appeals, ruled 5 to 2 that the package of laws supporting total segregation violated the state constitution. This significant ruling overshadowed a federal court decision made a few hours later invalidating the Virginia law for the automatic closing of any integrated school.

In Arlington, local authorities had tried hard to the very last to avert integration. However, on January 31, Chief

Terrell Powell Appointed Superintendent at Little Rock

LITTLE ROCK, ARK. — Terrell E. Powell, principal of Hall High School here, was named superintendent of the Little Rock school system by the new school board recently.

While he was not given a contract, board members said it was a permanent position. His salary was set at \$800 a month, \$300 less than Virgil T. Blossom received.

Mr. Powell entered the education field in 1924, serving as a teacher at Natural Step, Ark. He has been principal of five schools and coach at three schools in the Little Rock area.

At another meeting, the school board accepted the resignations of Fred Graham, administrative assistant to the superintendent, and Beall Hempstead, business manager.

Justice Earl Warren of the U. S. Supreme Court refused to review lower court decisions requiring integration of Stratford Junior High.

Governor Almond, although a steadfast foe of integration, made it clear, when state and federal court rulings went against him, that he would use the state's police power to enforce the law.

In Norfolk police in plainclothes were deployed about the schools on opening day. In Arlington five policewomen in plainclothes were on duty inside the building but had nothing to do.

Students interviewed by the press were almost unanimous in saying that they were happy to be back in school.

The state court's 5 to 2 decision, the result of a friendly suit, did three things: (1) It knocked out a legal provision cutting off state school funds from any community operating an integrated public school; (2) it forbade state officials to pay, out of state funds, tuition fees to private schools for students locked out of public schools, and (3) it voided the so-called "Little Rock laws," under which the governor could shut down permanently schools policed by federal authority or disturbed by such policing in a near-by school.

New Segregation Bills, Georgia

ATLANTA. — Both houses of the Georgia legislature in January passed a



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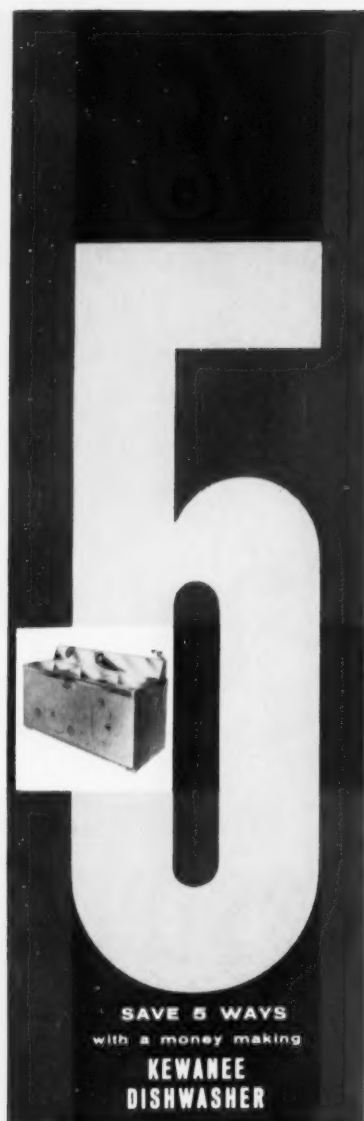
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802 Burlington Avenue, Kewanee, Illinois

number of new segregation bills which are expected soon to be passed in final form and sent to Gov. Ernest Vandiver for signature.

One bill would prohibit localities from levying property taxes to support integrated schools. Another would let the governor close a single integrated school and also the school from which a Negro pupil was transferred to a white school.

University segregation would be maintained through two measures: permit the governor to close any unit of the state university system to maintain order, and set a maximum age for enrollment of undergraduates at the state universities at 21 years and of graduates at 25 years. Most Negroes seeking admission to the university system are older than this.

Delaware Has Integration Plan

WILMINGTON, DEL. — On March 17 the state board of education here will submit its seven-point school integration plan to a U.S. district court judge. The plan has been drawn up in obedience to a federal court order, the result of litigation begun in the spring of 1956 to open the state's public schools to Negro pupils.

Under the plan, integration would start in the first grade next September and would be extended grade by grade with complete integration by 1970. The proposed program would affect 40 school districts not already integrated.

Faubus Frames New Plan

LITTLE ROCK, ARK. — In his third-term inauguration speech in January, Gov. Orval E. Faubus presented a new plan for averting racial integration in the schools. He called for a state constitutional amendment that would allow Arkansas students to collect tuition payments rather than attend integrated public schools. Such a plan would make it unnecessary for the state to abolish the public school system to avoid integration, he said.

The governor also proposed a law to permit private school teachers to participate in the state teachers' retirement system.

Coffee, Cake and Politics. When school officials of Long Island School District 18 set out to win voter approval for a new junior high school recently, they took coffee and cake with them, for much of their campaign took place at coffee "klatsches" held at the homes of taxpayers. At small, informal meetings, the schoolmen told residents of Bethpage, Massapequa, North Massapequa, Farmingdale and Seaford, N.Y., that the crowded conditions of schools and classrooms in the area called for more educational facilities.

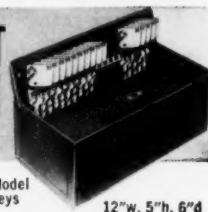


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see pages 196-197

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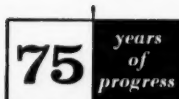
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Conant Report Calls for Fewer Small High Schools

NEW YORK. — "The number of small high schools must be drastically reduced through district reorganization. Aside from this important change, I believe no radical alteration in the basic pattern of American education is necessary in order to improve our public high schools."

This is the conclusion of James B. Conant, president emeritus of Harvard University, whose report of a comprehensive study of American high schools under a grant from the Carnegie Corporation was released January 28.

In the published report of his study called "The American High School Today," Dr. Conant named one general criticism of secondary schools: "The academically talented student, as a rule, is not being sufficiently challenged, does not work hard enough, and his or her program of academic subjects is not of sufficient range."

He recommended that a set program of studies be taken by every student in high school, regardless of academic ability. The program would cover four years of English, three or four years of social studies, one year of mathematics in the ninth grade and one year of science. In addition, "all students should be urged to include art and music in their elective programs," he added.

For the academically talented, Dr. Conant recommended four years of mathematics, four years of one foreign language, and three years of science as the minimum number of compulsory studies. He suggested that these students be allowed to take some college-level courses in high school for possible advanced standing when they get to college.

Dr. Conant advocated a homeroom containing a cross section of all students, to be kept intact throughout the four years of high school. "One of the highly important objectives of the comprehensive high school is the development of a mutual respect and understanding among students with different abilities and different vocational interests," he said.

He condemned the practice of studying two or more foreign languages for two years each and urged concentration on one language. To develop some actual command of written and spoken English, he recommended that half of high school English time be spent on composition.

Dr. Conant also recommended summer sessions for gifted students and an academic honors system. He pointed up the need for a greatly enlarged counseling and guidance service.

The report, which was completed after Dr. Conant visited more than 50 schools in 18 states, will continue for at least another year. The study was administered as a grant to the Educational Testing Service.



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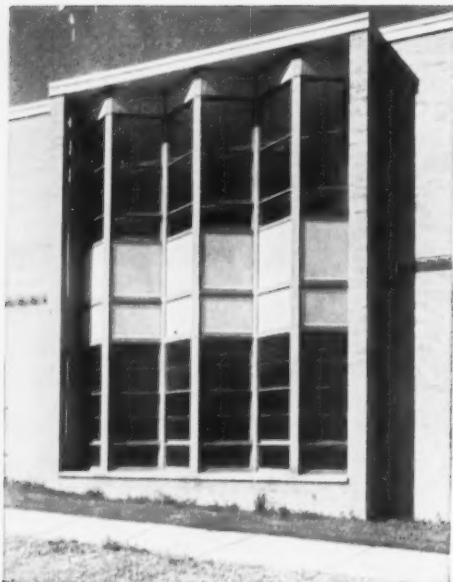
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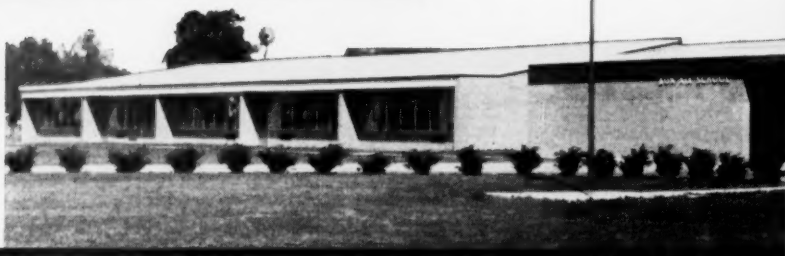
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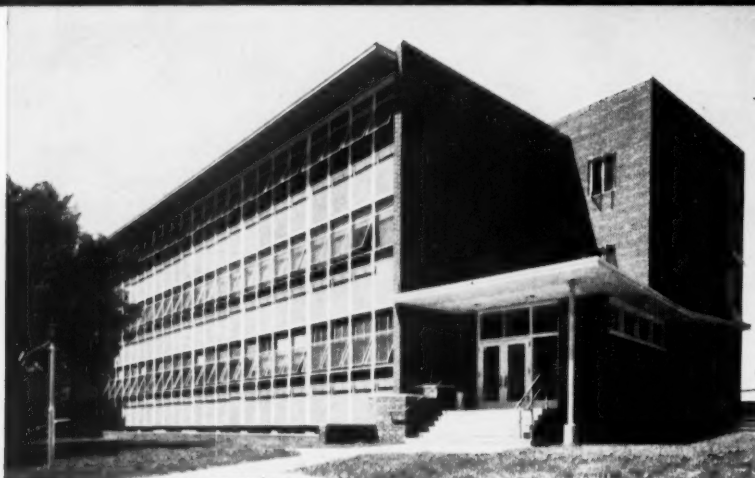
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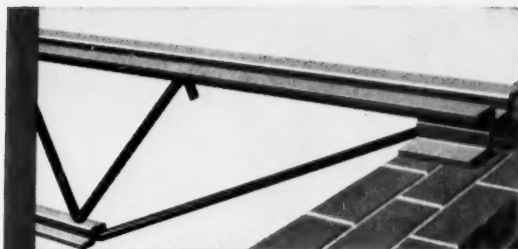
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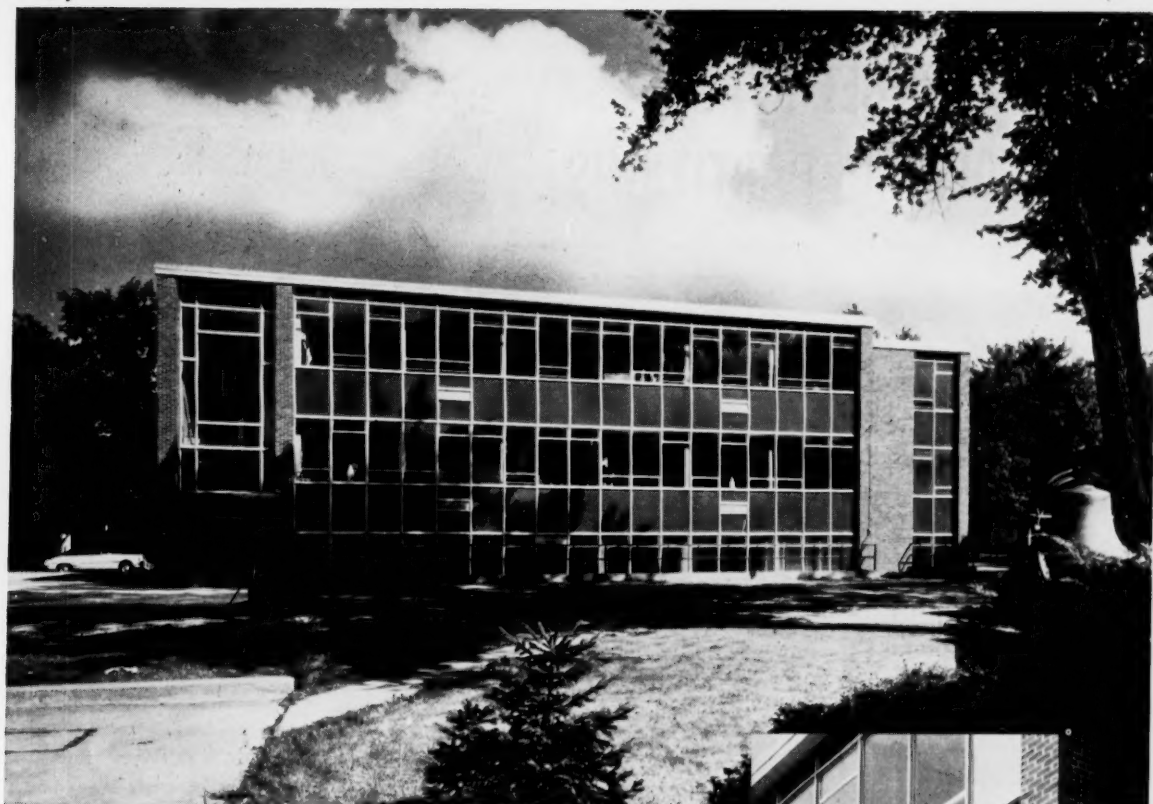
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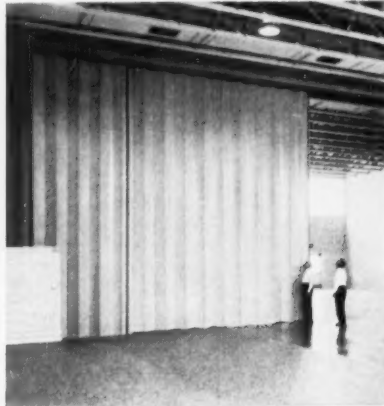
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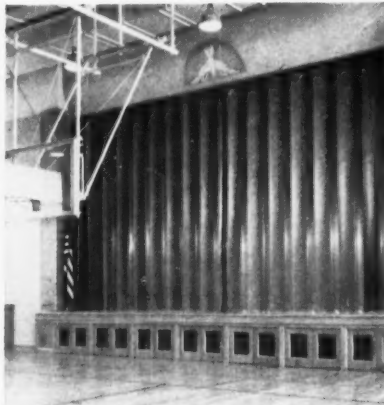


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period, the group advised. The part the college will play in providing technical manpower for its area should be studied.

Plant facilities should be flexibly designed to allow for changes in the broad purposes of the college, in the curriculum, and in the nature of the student body, the participants noted. Auxiliary services, such as dormitories, may be needed in the future.

Architects and administrators should provide an environment best for learning and teaching, not merely buildings, they said. The needs of part-time and evening students, those who commute and other special students should be considered.

Engineering factors in site selection and plant development should be studied carefully, including a possible need for air conditioning and central or individual heating units, conference members agreed.

Another suggestion called for better communication between those involved in planning and constructing the college and those who will be involved in the educational program.

Ralph R. Fields, director of the division of instruction at the college, was conference chairman.

Childhood Education Center To Be Built in Capital

WASHINGTON, D.C. — The Association for Childhood Education International will open construction bids for its Childhood Education Center here March 15. Sarah Lou Hammond, A.C.E.I. president, said construction will begin in May and is expected to be completed by January 1960.

The \$375,000 building will provide space for libraries, conference rooms, offices, displays of desirable school equipment, visual aids, exhibits of children's work, and education material of many countries.

The center is being financed from members' saving bonds, securities, money from the sale of land, earnings from community programs enjoyed by children and adults, and the income from hobbies of the 80,000 members.

Five States Win Latest Awards in Driver Education

CHICAGO. — Delaware, Massachusetts, Michigan, Oklahoma, Utah and Vermont received the top awards for having the best driver education programs during the last school year. Awards are given by the Association of Casualty and Surety Companies. Progress awards went to Florida, Illinois, Indiana, Missouri, Montana and Texas.

Some type of driver education was offered by 61 per cent of the nation's schools, and training reached 67 per cent of the potential students during the 1957-58 school year, it is reported.



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Illinois Changes Fire Rules for Schools

CHICAGO. — Illinois authorities have amended the state fire code for schools to "lessen the possibilities of another Our Lady of the Angels holocaust," Joseph D. Bibb, state public safety director, explained.

The new rules call for a greater use of noncombustible tile in floors, walls and ceilings; enclosure of stairways, and installation of fire alarms at all schools.

The state has also ordered vents that draw air from the outside for all boiler rooms and interior unit heaters; stairways that lead directly down without detours

up or down hallways, and fire directional, fire exit, and fire escape electrical signs on separate circuits for all schools, including one-story buildings.

First floors must be constructed of material that has a minimum fire resistance of two hours. Boiler and furnace rooms and areas holding space heaters must be separated from other parts of the building by fire-resistant materials and fire doors that swing into the room.

According to John W. McFarland, chief deputy state fire marshal in Chicago, fire inspectors are ordering all schools they check, regardless of age, to comply with the new regulations. Some

schools will have to make major alterations, he said.

Ford Foundation Grants Total \$78 Million in 1958

NEW YORK. — Grants and appropriations made by the Ford Foundation during the fiscal year ended Sept. 30, 1958, totaled \$77,954,152 with the major part of that sum going to educational institutions, according to the Foundation's annual report published recently. These commitments support 13 programs whose purpose is to advance human welfare in the U.S. and abroad.

Several grants were given to help increase the number and quality of American school and college teachers, with the John Hay Whitney Foundation receiving \$1.4 million to award advance training fellowships to 150 secondary teachers in 1959-60 and 1960-61.

Twenty-five grants totaling \$2,470,155 were made for experiments with educational television. "Continental Classroom," a 32 week college-level physics course offered nationally over a commercial television network, received the largest amount.

Whether man's educational resources can meet today's challenges "may be the key question of our time," Henry T. Heald, Foundation president, stated in the report. "Education, like peace, has become a worldwide problem, one and indivisible with the well-being and survival of mankind. Today, ignorance is a burden society can no longer afford."

The gap between the most advanced and the least advanced areas of the world is widening not shrinking, he went on. "Virtually all American children now attend elementary school, and two out of three complete high school. But only one-half of the earth's 500 million children between 5 and 14 have primary school facilities, and only one in 10 can look forward to secondary education," he warned.

This imbalance means that, for many years, "the relatively small, intensively educated portion of the earth's people must bear most of the responsibilities for man's intellectual growth," Dr. Heald explained.

N.D.E.A. Allocates \$1 Million for Vocational Education

WASHINGTON, D.C. — Nearly \$1 million has been allocated to 23 states, the District of Columbia, and Hawaii to set up area vocational education programs under Title VIII of the National Defense Education Act. The programs will provide training of highly skilled technicians in occupations vital to the national defense, including electronics, tool design, aviation, industrial chemistry.

Funds have been allocated to the following states: Alabama, \$52,353; Cali-

(Continued on Page 160)

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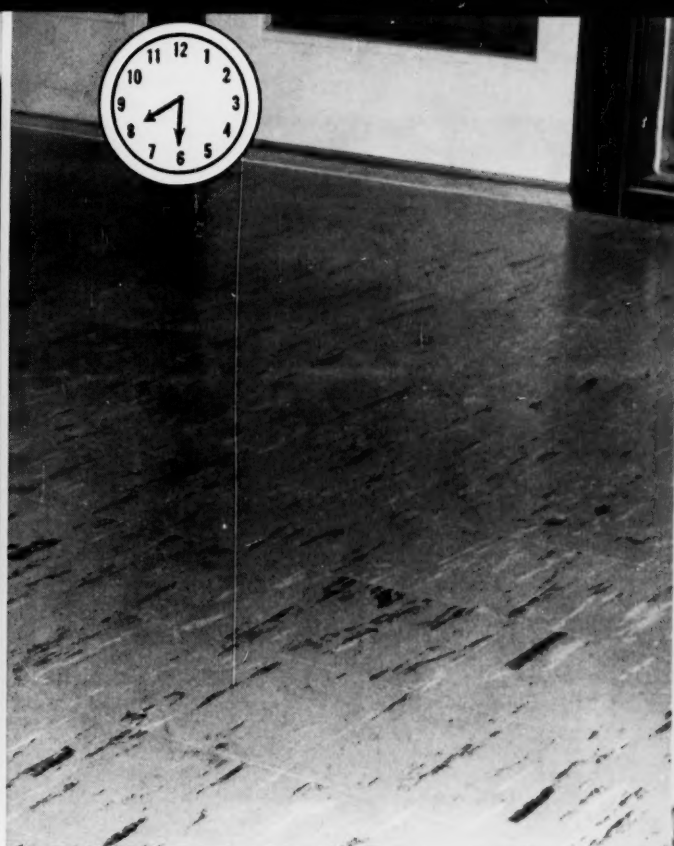
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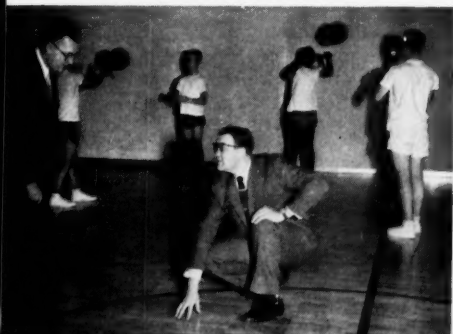
HUNTINGTON WEATHERALL STAYS BRIGHT, EVEN AFTER WET TRAFFIC AND FREQUENT MOPPING

How do you keep a school floor shiny when water and slush are tramped in? The solution at the new Mackinaw High School, Mackinaw City, Michigan: *Weatherall Wax*—the heavy-duty wax designed to protect flooring against moisture and to stay bright and blemish-free, even under wet traffic conditions and the frequent damp mopping that is necessary.

Weatherall is just part of the simple but complete interior maintenance program installed at the Mackinaw School by the Huntington representative, R.W. Rarick. School officials are pleased because it's already apparent that this program is saving time for the custodians to get other work done. And the exposed surfaces of expensive building materials are getting good protection. Superintendent Beauchamp said, "I was surprised at the difference a few products designed especially for school building maintenance could make. We get better cleaning with less fuss and bother than ever before."

A Huntington representative can tailor a sound maintenance program for you based on varied experience, high quality products and personal skill. The end result can be a considerable saving in time and money. If you have cleaning problems, ask for the help of your Huntington representative. There's no obligation, of course.

Superintendent Robert Beauchamp (standing) agrees with Bob Rarick that *Crystal Seal-O-San*® provides a tough, non-skid, glare-free surface yet preserves all the natural color and hardwood beauty of the floor.



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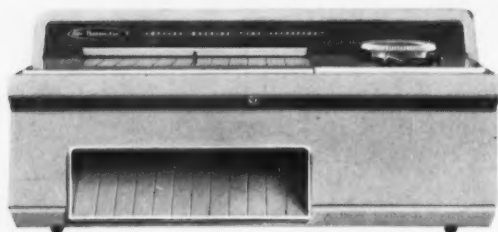
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formia, \$85,225; Colorado, \$15,542; Connecticut, \$16,410; Delaware, \$8613; District of Columbia, \$9234; Florida, \$27,843; Hawaii, \$8897; Idaho, \$10,939; Illinois, \$78,427; Indiana, \$48,870; Kansas, \$27,687; Kentucky, \$53,294; Maine, \$11,532; Minnesota, \$43,766; Mississippi, \$49,536; Montana, \$10,098; Nebraska, \$21,721; New York, \$106,763; Ohio, \$80,550; Oklahoma, \$33,410; Oregon, \$19,123; Pennsylvania, \$96,540; Wisconsin, \$46,551, and Wyoming, \$8613. Each state must provide a dollar for every federal dollar it receives.

Accidents to Lunchroom Personnel Being Studied

WASHINGTON, D.C. — Types and causes of accidents among school lunchroom personnel will be studied this year by the Bureau of Labor Statistics, U.S. Department of Labor. Information gained in the survey will be made available to safety personnel to help correct or overcome accident hazards.

Nearly 5000 public school urban districts will be requested by mail to furnish injury and employment data by occupation. Then members of the bureau will sample some original accident records when they make personal visits to a small group of representative districts. From this information, occupations and activities that have the highest injury rate can be identified.

The study, approved by the American School Food Service Association, will not indicate how to prevent accidents in an engineering sense but will point up areas that require attention.

In addition to a statistical analysis, a final report will be drawn up containing both descriptions of typical accidents that have occurred in lunchrooms and suggestions by safety engineers as to methods of remedying those hazards.

Curriculum Questions Answered at Conference

STANFORD, CALIF. — Methods of strengthening the national public school curriculum were discussed by 19 scholars, educators and lay authorities at a three-day conference held at the Center for Advanced Study in the Behavioral Sciences at Stanford University, here January 24 to 27.

The conference, arranged by Paul R. Hanna, Lee Jacks professor of child education at the university, and Ralph Tyler, director of the center, was financed by the Ford Foundation's Fund for the Advancement of Education.

Participants attempted to answer these three questions: (1) How can a solution to the curriculum problem best be achieved, as viewed by the public and legislators, scholars and scientists, and educators? (2) How can school curricu-

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lums adequately represent the national interest and at the same time the special needs of the local and state community? (3) How can a more adequate curriculum be developed?

Attending the meeting were James B. Conant, president emeritus of Harvard University; Clarence H. Faust, Ford Foundation vice president and president of the Fund for the Advancement of Education; Mary Bingham, vice president and director of the Louisville "Courier-Journal and Times"; Paul H. Buck, Pforzheimer professor and director of libraries, Harvard University; William G. Carr, executive secretary, National Education As-

sociation; Francis S. Chase, dean of the graduate school of education, University of Chicago; John W. Dodds, director of special programs in humanities, Stanford University; I. James Quillen, dean of the school of education, Stanford University; Graham P. DuShane, editor, Science Magazine; John H. Fischer, superintendent of public instruction, Baltimore.

Also attending were Will French, professor emeritus, Teachers College, Columbia University; Leland Hazard, director, Pittsburgh Plate Glass Co.; A. John Holden, commissioner of education for Vermont and past president, Chief State School Officers Association; Ora H. Rob-

erts, past president of the National School Boards Association; Theodore W. Schultz, chairman, department of economics, University of Chicago; Robert L. Shayon, free lance TV-radio contributor to Saturday Review, and Henry Toy Jr., president, National Citizens Council for Better Schools.

Classroom Shortage Picture Somewhat Improved

WASHINGTON, D.C. — The number of public school pupils in excess of public school classroom capacity was approximately 1,843,000 in the fall of 1958, compared to 1,943,000 in 1957, the U.S. Office of Education reported recently. This was 5.4 per cent of the total 1958 enrollment and 5.9 per cent of the 1957 number.

In 24 states, the number of pupils in excess of capacity had been reduced last fall, while the number increased in 18 other states and the District of Columbia.

A need for 140,500 additional instruction rooms — 1800 less than the last school year — was reported by the states. Of this number, 65,300 rooms were needed to accommodate pupils in excess of normal capacity and 75,200 to replace facilities considered obsolete or unsatisfactory. The number of rooms scheduled for completion during the 1958-59 year was estimated at 68,440. A total of 1,232,000 classrooms were reported available for use at the beginning of the school year.

The number of classroom teachers increased 3.8 per cent this year, bringing the total up to about 1,300,000.

Oklahoma Group Holds Science Symposium

OKLAHOMA CITY. — The Frontiers of Science Foundation of Oklahoma, Inc., sponsored a one-day symposium here on January 14, as part of a program designed to stimulate more interest and action in the improvement of education. Particular emphasis was placed on science and mathematics.

Speakers at the symposium, called "Closing the Gap in Education," included Arthur S. Flemming, secretary, U.S. Department of Health, Education and Welfare; Edward W. Barrett, dean, graduate school of journalism, Columbia University; M. H. Trytten, director, office of scientific personnel, National Academy of Science; Hugh Odishaw, executive secretary, U.S. Committee on the International Geophysical Year, and Henry Toy, president, National Citizens Council for Better Schools.

Prominent Oklahoma community leaders also participated at the meeting, which was held in cooperation with the Oklahoma State Regents for Higher Education and the Oklahoma State Department of Education.



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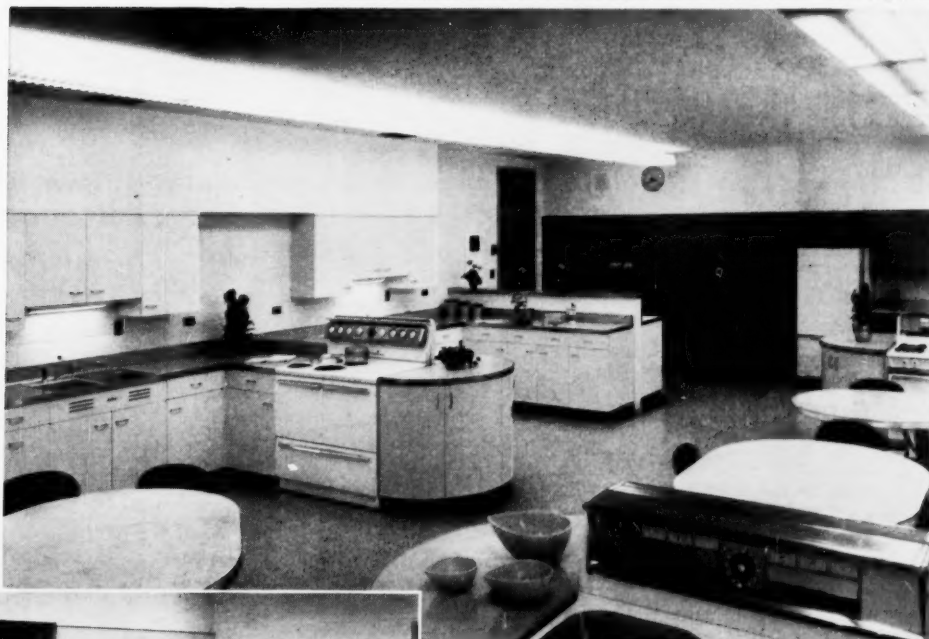
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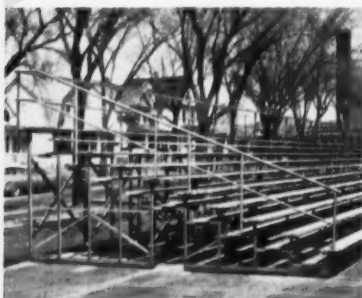
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Adult Education Groups Sponsor Discussion Program

WASHINGTON, D.C. — Three adult education groups and the CBS television network have combined efforts to produce a program called "The World of Ideas," a discussion series that brings together 48 invited guests from all walks of life every Sunday for a lively, unrehearsed exchange of thoughts about a fundamental question of our time.

The groups are the National Association of Public School Adult Educators, the Adult Education Association of the United States, and the Council of National Organizations.

Areas Lacking Construction Funds May Get Federal Aid

WASHINGTON, D.C. — Details of a proposed federal program that would provide school aid to communities and colleges that lack resources to finance needed construction were outlined by H.E.W. Secretary Arthur S. Flemming here recently.

Under the program, the government would pay the principal and interest on new school construction bonds on a 50-50 matching basis with the states, he explained. Total federal cost would be about \$2 billion over a 25 year period.

An annual payment of \$25 million would be put up to retire debts for college classrooms and housing. The aggregate federal cost would be about \$500 million. This plan would affect construction started over the next five years, the Secretary said.

Dr. Flemming said the plan could be handled within the framework of President Eisenhower's \$77 billion 1960 budget and would require no cash payments in fiscal 1960.

To Stress Unguided Study in Wayne Experimental College

DETROIT. — Special stress will be placed on independent study at the new experimental college that will open at Wayne State University here in September. The amount of time students spend on independent study will increase as they progress until, in their senior year, about half their studies will be conducted without direct instruction.

Students will be required to take work in the natural sciences, social sciences, and humanities throughout their four years. Customary divisions of subjects into academic courses will be largely discarded. Traditional academic studies will be combined to form courses covering basic fields of knowledge.

The planning and initial evaluation of the four-year college will be partly financed by a \$70,000 grant from the Ford Foundation.

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see pages 196-197



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How To Plan Elementary School Buildings

Elementary School Plant Planning. Prepared by a 12 member special committee of the National Council of Schoolhouse Construction, James L. Taylor, specialist on school plant planning, U.S. Office of Education, chairman. Approved for publication by committee on research and publications, Lloyd L. Waite, chairman. Published by the council, W. D. McClurkin, secretary, Peabody College, Nashville, Tenn. Pp. 96. \$1.

In the initial stages of an elementary school plant program, emphasis should be directed toward the total educational program of the community. Only after a thorough study has been made to determine the total school needs should any consideration be given to the actual physical planning. Once the needs have been determined, a set of meaningful educational specifications should be supplied the architect so he may design school facilities to fit the pupils and the program.

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These basic considerations provide the preamble to the suggestions offered by this volume on schoolhouse construction. Thereupon it develops these thoughts:

Because improved activities and services taking place in the modern elementary school demand more space and different facilities, today's plant is quite different from that of a generation ago. Its increasing use for public meetings is another influencing factor. An attractive, well planned school plant will help build the community's ideals for its total development. A one-story elementary school of not more than 500 capacity, located on an adequate site in a quiet attractive environment, assists pupils in developing a sense of belonging.

Insofar as safety affects the progress of the pupils in the total program, to that extent it is important that the health and safety of pupils be promoted by the school plant. Pupils are entitled to comfortable and safe seeing and hearing conditions, adequate and regulated heat and ventilation, sanitation and safety from fire and accidental hazards.

Under the heading, Program and Plant Implications, are discussed these building characteristics: flexibility, size, site, accessibility, circulation, isolation, safety and esthetics. An entire 48 page chapter is devoted to trends, with application made to the variety of school plant areas. Reflecting the contemporary tone of the discussion are references to facilities for handicapped children, slow learners, and those experiencing difficulty with reading.

Provisions for TV

The authors believe that no school should be planned without the installation of television and radio antennas wired to antenna jacks in the front of each classroom, so that these services can be geared directly to the educational program. Where a central sound system is required, they emphasize that it should be included in the specifications.

The discourse on resource centers is a departure from earlier treatises, as are the detailed evaluations of what is desirable for the library, arts and crafts work areas, music room, and homemaking facilities.

While most teachers are quick to answer that the greatest deficiency in classroom facilities is space, efficiency of space arrangement is a more accurate expression of the need. Administrative areas should include a duplicating room, conference room, accommodations for incoming educational services (those used only periodically, such as corrective or teacher-helping types), as well as the conventional rooms.

Factors involved in the conditioning of spaces for education are discussed under five headings: spatial, thermal, visual, sonic and esthetic. The use of large glass areas resulting from increased emphasis

(Continued on Page 170)

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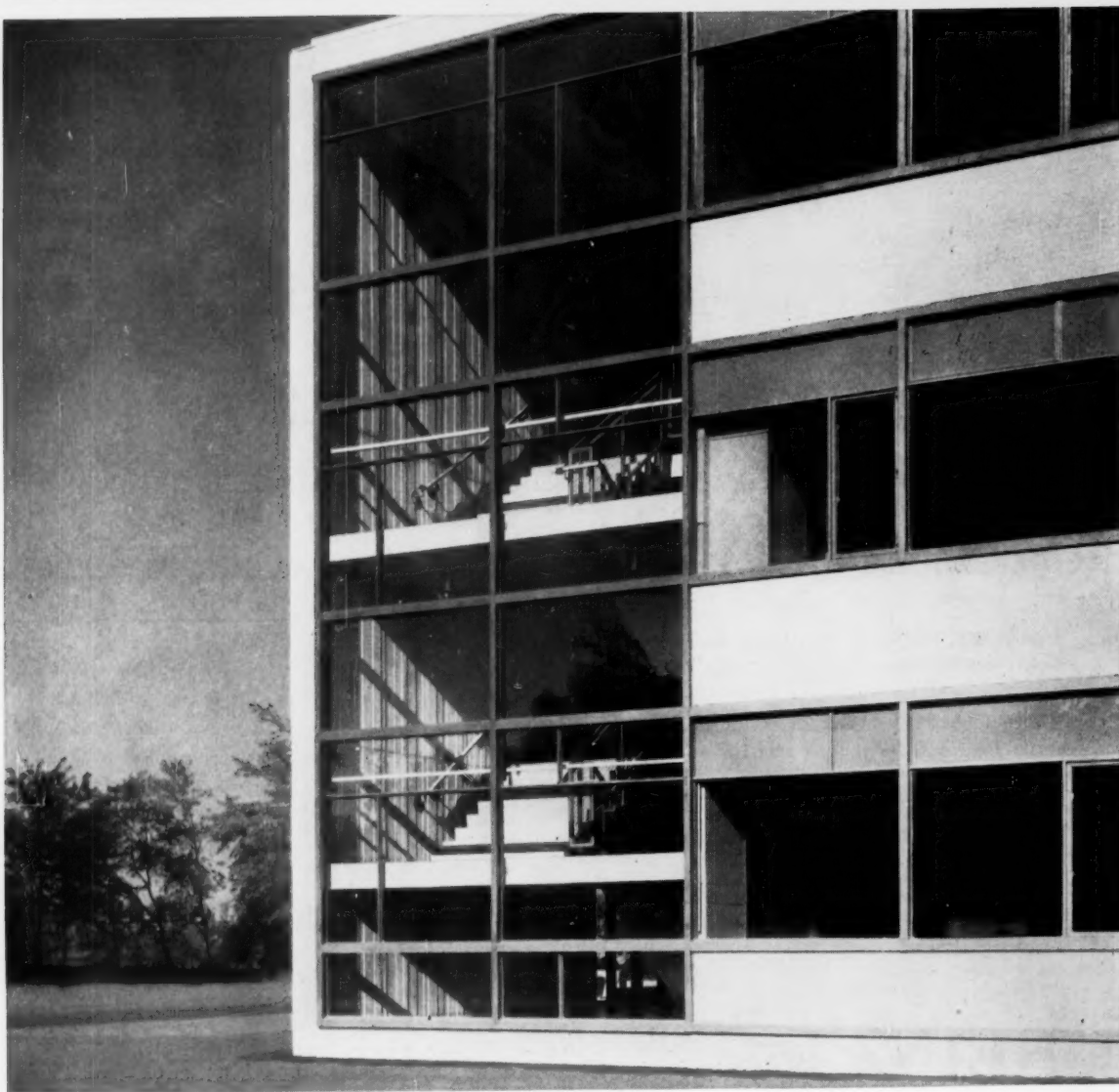
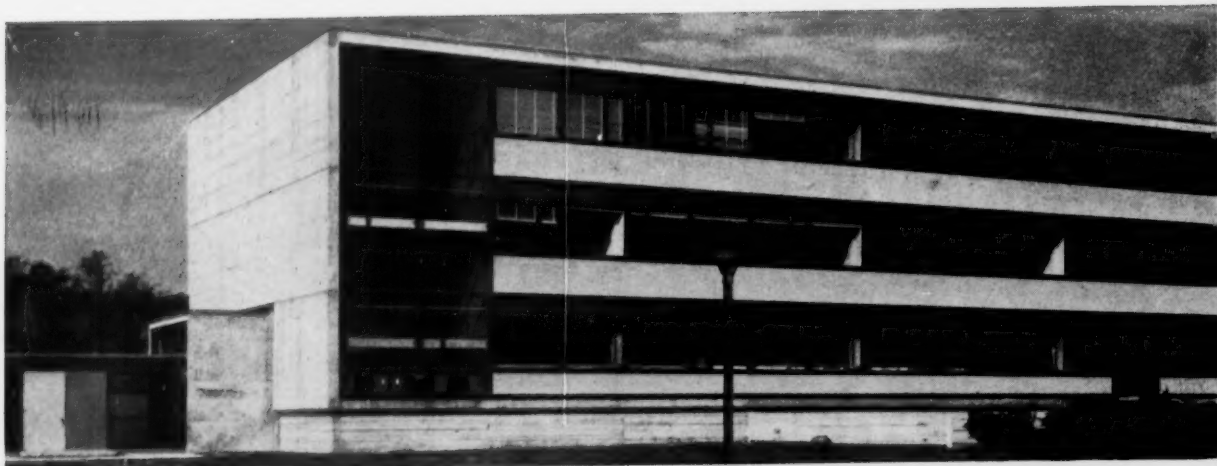
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on natural daylighting of classrooms may be reversed in the future as more schools tend to become partly or fully air conditioned. Meanwhile, the window walls of today's structures must be taken into consideration in providing a desirable thermal environment. Reference is made to the possibility of using electric current for heating in areas where electric rates are low. Six pages are devoted to the creation of a comfortable visual environment and the role played by light sources (both daylight and artificial), paint and fixtures.

As to the effect of sound conditioning on learning, the authors urge that sound engineering should be studied as a design aspect of all educational spaces. Modern school programs have become more and more mobile, and many noise producing activities are being included in the daily work schedule. Ways of preventing these from becoming excessive noises, which inhibit hearing and create distractions, must be dealt with. In multipurpose rooms, with their diversified uses, control of critical reverberation becomes particularly important. Color is considered as a controlling factor which can destroy or reaffirm the structural beauty of a building.

Effecting a balance in space, and in conditioning it for safety and educational usefulness, can come only with a defined and executed school district policy. The balance conditioning of the spatial, thermal, visual, sonic and esthetic elements of a schoolroom environment represents a substantial part of the total cost of schoolhouse construction.

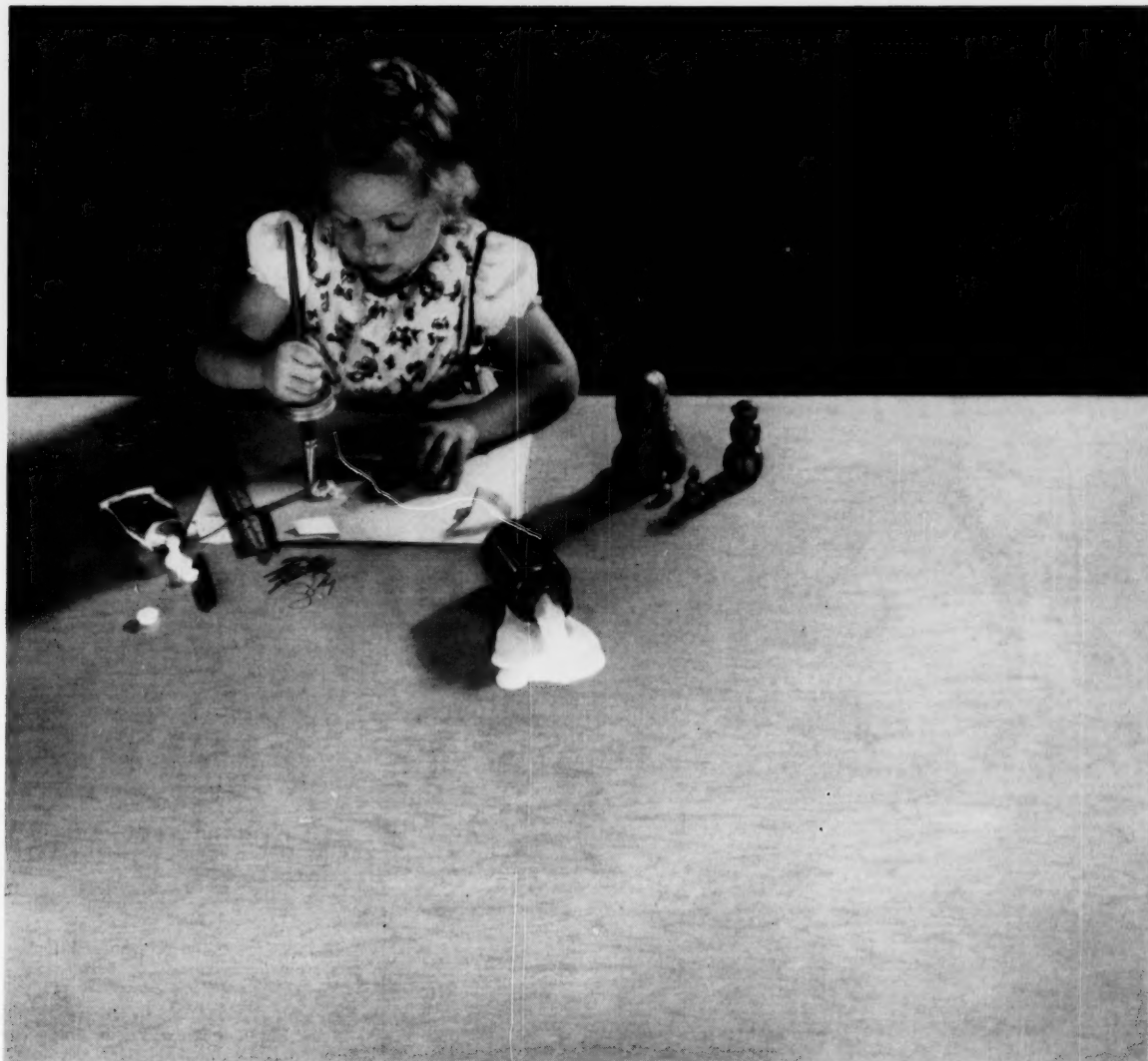
Of particular help to school administrators will be the appendix on school plant program, which incorporates suggestions regarding the major areas for which statements should be included in the educational specifications prepared for the architect. — L.E.B. ■

Akerly Heads Inquiry Staff on Alleged Building "Frills"

NEW YORK. — If the school board here has wasted money on school construction, Harold E. Akerly, new staff director of the New York City School Construction Inquiry, is likely to find out. Mr. Akerly is investigating charges made by Controller Lawrence E. Gerosa that the board had wasted \$100 million since 1951 on "frills" and "extravagances."

Herold C. Hunt, professor in the graduate school of education, Harvard University, and Max J. Rubin, president of the New York State Citizens Committee for the Public Schools, will also participate in the investigation, which is expected to be completed before April 1.

Henry T. Heald, president of the Ford Foundation, and State Commissioner of Education James E. Allen Jr. direct the committee.



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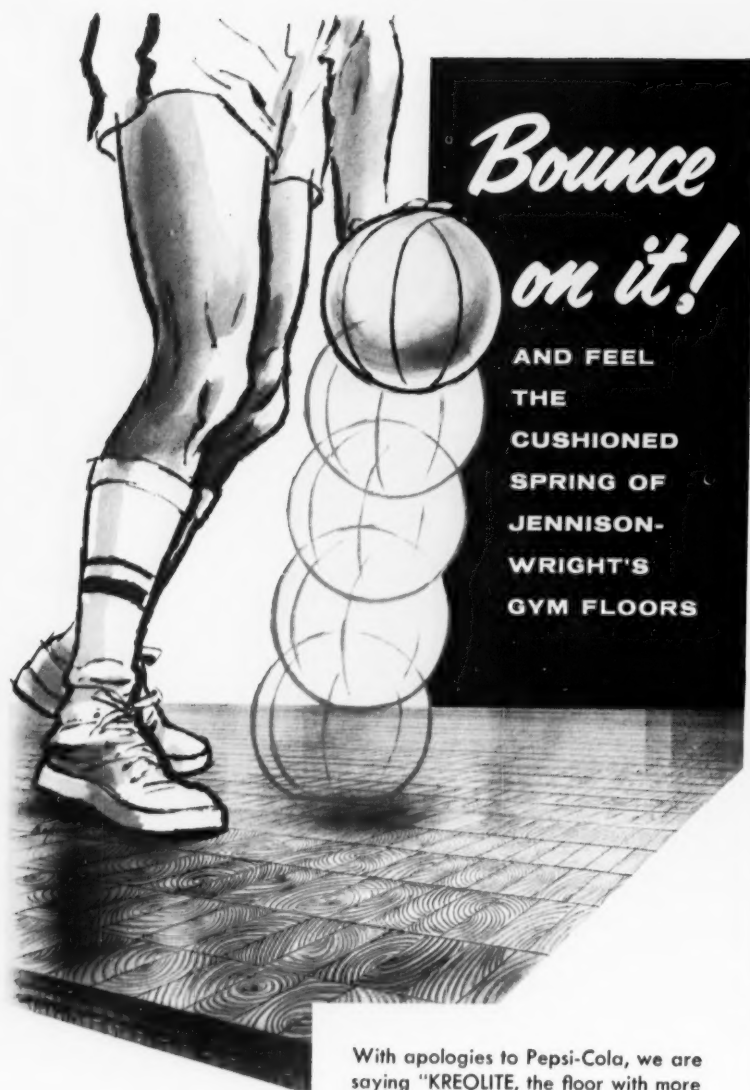
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Coming Events

MARCH

1-4. National Conference on Higher Education, 14th annual meeting, Chicago.

1-5. Association for Supervision and Curriculum Development, N.E.A., 14th annual convention, Cincinnati.

9-14. National Art Education Association, N.E.A., 5th annual conference, New York.

23-26. American Personnel and Guidance Association, annual convention, Cleveland.

29-April 3. Association for Childhood Education International, 1959 study conference, St. Louis.

31-April 3. National Catholic Education Association, 56th annual convention, Atlantic City.

31-April 4. National Science Teachers Association, annual meeting, Atlantic City.

APRIL

1-4. National Council for Teachers of Mathematics, N.E.A., 37th annual meeting, Dallas.

12-18. National Library Week.

13-16. Department of Audio-Visual Instruction, N.E.A., national convention, Seattle.

15-18. Southeastern Association of School Business Officials, Asheville, N.C.

22-25. American Industrial Arts Association, N.E.A., annual convention, Long Beach, Calif.

JUNE

28-July 3. National Education Association, annual convention, St. Louis.

JULY

6-10. National School Public Relations Association, public relations seminar, Washington, D.C.

31-Aug. 7. World Confederation of Organizations of the Teaching Profession, N.E.A., Washington, D.C.

AUGUST

8-13. American School Food Service Association, 13th annual meeting, San Francisco.

23-28. National Conference of Professors of Educational Administration, University of Buffalo, Buffalo.

OCTOBER

11-15. Association of School Business Officials of the United States and Canada, 45th annual convention, Miami Beach.

Bond Approval. Some 209 out of 230 bond issues for school building construction received approval in 57 Illinois counties in 1958. A total of \$74,541,496 was approved — 89.5 per cent of the total amount of bonds submitted to elections.

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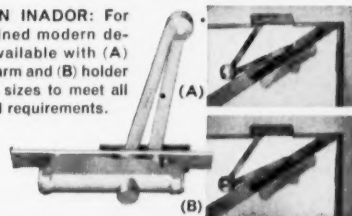
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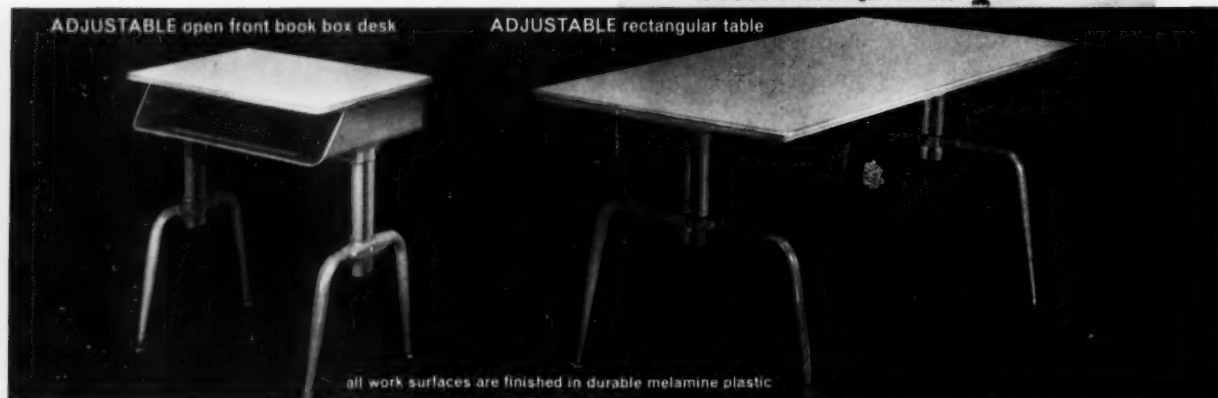
with full range adjustability!

The greatest advance in school furniture history! The ultimate in adjustability! For the first time...here is one line that adjusts to serve from kindergarten through college! All "Study Line" tables and free standing desks are adjustable to 9 different heights at 1" intervals from 21" to 29" high! "Study Line" pupil chairs come in 3 models, each adjustable to 3 positions at 1" intervals of height from 11" to 13", 14" to 16", 16" to 18".



ADJUSTABLE side book box desk

reversible for left or right-hand use



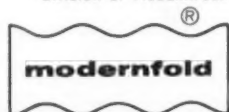
ADJUSTABLE open front book box desk

ADJUSTABLE rectangular table

all work surfaces are finished in durable melamine plastic

This remarkable new line has been designed to fit ever changing school needs. It eliminates guesswork as to proper size choice and minimizes need for storing quantities of furniture in multiple size ranges. This new Peabody "Study Line" protects your school furniture investment as never before possible!

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NEW CASTLE PRODUCTS, INC.



ADJUSTABLE chair for pupils

just three models from kindergarten through college

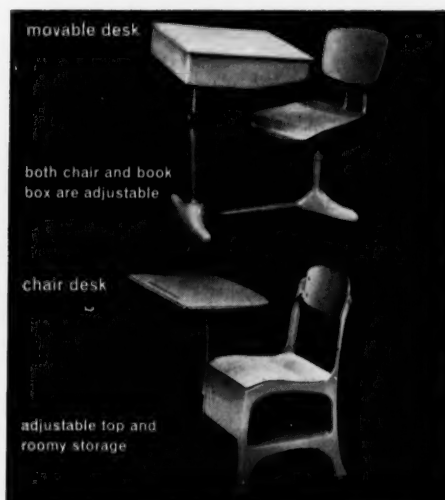
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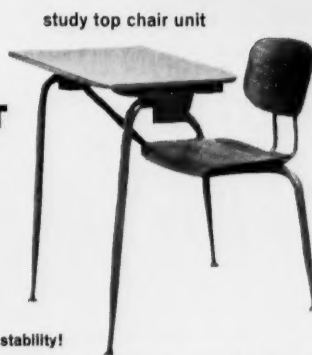
Thousands of schools are equipped with these sturdy, movable units. They are adjustable within a four grade range. Quality constructed throughout, with advanced new design. Tops are available in either solid plastic or laminated plywood, both melamine surfaced.



STACKABLE chair

STUDENT LINE

stacks up to 6 chairs high with positive stability!



study top chair unit

both work surfaces adjustable to 3 positions



closed book box desk

featuring the space-saving, stackable chair!

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See your Peabody distributor. Or write us for more detailed information.

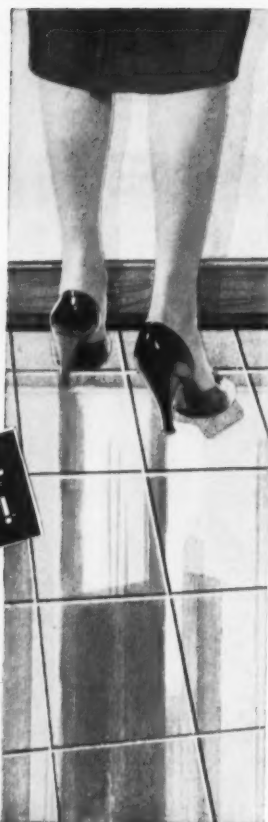
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About People

Changes in Superintendencies

Brooks Courtright, principal, Milford Township High School, Milford, Ill., to superintendent for Iroquois County, Watseka, Ill., succeeding **R. P. Roberts**, who retires in August after 20 years in that position.

Ray Drolsum, assistant superintendent, Winnebago County, Rockford, Ill., was elected superintendent there, to succeed **Paul S. Conklin**.

Ingvar M. Rohling, Phillips, Wis., to Sturgeon Bay, Wis.

Ralph Cox, elementary superintendent, Shelbyville, Ill., was elected superintendent of Shelby County, Shelbyville, Ill., to succeed **B. B. Batershell**.

Thomas Evans, Gridley Elementary School District, Gridley, Calif., was elected superintendent of Butte County, Oroville, Calif. He succeeds **Harold Parker**.

Richard C. Gleockler, principal, Loyalsock Joint High School, Forksville, Pa., to superintendent of North Potter Joint School System, Ulysses, Pa.

Keith Tadlock, Thurman, Iowa, to Stanton, Iowa.

Francis Schuelka, principal, Olds, Iowa, to superintendent there, succeeding **Garryn Wessel**, who goes to Inwood, Iowa.

Melvin D. Anderson, regional consultant for 12 northcentral Iowa counties for the state department of public instruction, to superintendent at Ankeny, Iowa.

George F. Miley, vocational agriculture teacher, Greeleyville, S.C., to superintendent there, succeeding **R. Cleo Fennell**, who becomes superintendent of Williamsburg County, Kingstree, S.C.

Phillip Helgesen, supervising principal, Belmont Union High and State Graded School, Belmont, Wis., to superintendent of the Iowa-Grant Integrated School District, Cobb, Wis.

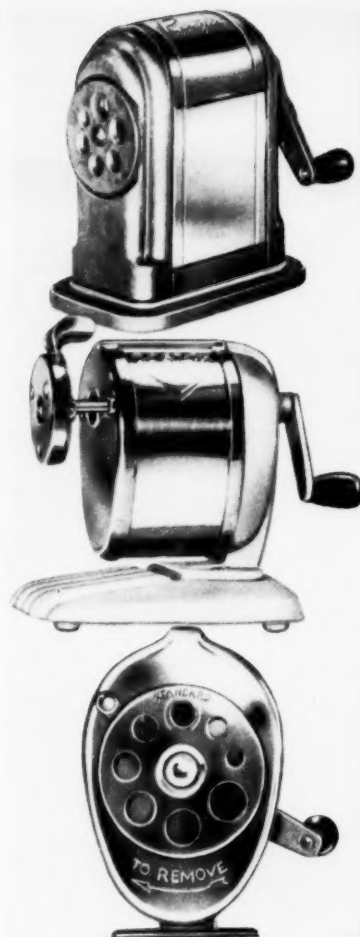
Guy E. Cornwell, superintendent, Taylorville Community Unit School District No. 3, Taylorville, Ill., to first assistant state superintendent, Springfield, Ill.

Marvin W. Kirkman, high school principal, Commerce, Tex., to superintendent there, succeeding **Leonard Prewitt**, who becomes assistant director of the Teacher Retirement System of Texas, Austin.

J. Harold Moody, Athol, Mass., to Dartmouth, Mass., succeeding **Milton C. Blanchard**, who goes to Abington, Mass. **William R. Wright**, high school principal at Athol, becomes acting superintendent there until the end of the school year.

Glenn Fletcher, assistant business manager, Houston, Tex., to deputy superintendent there.

Daniel Edstrom, high school principal, Joint Independent School District 689, Floorwood, Minn., to superintendent



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fire at the Palmyra Public School

"...the only things
that could be salvaged
were these desks"

Palmyra Public Schools
Palmyra, New Jersey

I. NEWTON COWAN, ED. D.
SUPERINTENDENT

February 10, 1958

Mr. Carl Lugbauer
Heywood-Wakefield Co.
Gardner, Mass.

Dear Sir:

Enclosed you will find photographs of the Heywood-Wakefield study top desks which were salvaged from our recent fire. The one photograph shows one of these desks before it was properly cleaned, although it had been washed previously. The others show the desks after cleaning and in use.

These desks are now in the temporary classroom in the locker room of the field house. The room from which they came was not completely destroyed by fire, but the only things that could be salvaged were these desks.

After our experience with your solid plastic and chrome furniture, we feel that it is practically indestructible.

Sincerely yours,

I. Newton Cowan
I. Newton Cowan
Superintendent

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DESK TOP AFTER THE FIRE



SAME DESK TOP AFTER WASHING

Dr. Cowan
has not
solicited pay
for, nor has he
been paid for
the use of this
letter or the
accompanying
photographs.



SCHOOL FURNITURE DIVISION
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there, succeeding Henry Drewes, who goes to Mountain Lake, Minn.

Wilbur R. Trimpe, Bethalto Community Unit School District, Bethalto, Ill., to Madison County, Edwardsville, Ill.

Horace Love, Vienna Township and Scottsburg, Ind., to Marion, Ind.

Other Appointments . . .

Herbert A. Smith, professor of education, University of Kansas, to chief of the science, mathematics and foreign languages section in the U.S. Office of Education.

Tilman R. Smith, superintendent, Eureka-Congerville-Goodfield Unit Dis-

trict 140, Eureka, Ill., to president of Hesston College, Hesston, Kan.

Jim Cherry, superintendent, DeKalb County, Decatur, Ga., to volunteer national chairman of the school savings committee, Savings Bonds Division, U.S. Treasury Department.

Joseph Ondrus, dean of men, Morton Junior College, Cicero, Ill., to business manager, Morton High School there.

William R. Parker, professor of English, Indiana University, to head of the language development program under the National Defense Education Act.

Kenneth W. Mildenerberger, consultant on the program, was named assistant chief.

Claude V. Courter, superintendent at Cincinnati, has been named "Man of the Year" by the Exchange Club of Cincinnati.

Frederick D. Eddy, associate professor of French, school of foreign service, Georgetown University, has been appointed a foreign language consultant to the U.S. Office of Education.

David R. Krathwohl, research coordinator and professor in the bureau of educational research, Michigan State University, has been appointed editor of the "Review of Educational Research." J. T. Hunt, associate professor and coordinator of special education in the college of education, University of Arizona, has been appointed editor of the "AERA Newsletter" for the American Education Research Association. They will both serve as members of the AERA executive committee.

James B. Conant, former president of Harvard University, was elected honorary president for 1959 of the National Federation of Modern Language Teachers Associations.

Henry C. Ruark Jr., director of information, National Audio-Visual Association, Inc., Fairfax, Va., has been appointed as a supervisor with the state department of education of Oregon at Salem. He is assigned to a program to improve instruction under Title III of the National Defense Education Act and will work with instructional materials programming and development.

Neal Gross has been appointed professor of education at Harvard University. He formerly was director of school executive studies for the university.

Resigned . . .

Loyal V. Norman, superintendent of Elko County, Elko, Nev.

Charles H. Kanen, superintendent of Livingston Union Elementary School District, Livingston, Calif., effective June 30.

Donald Outten, superintendent at Coulterville, Ill.

Dale Fausey, superintendent of East China Township School, Marine City, Mich.

Jack W. Norris, superintendent at Wheeling, Ill.

Retired . . .

Alwin J. Horn, superintendent of school buildings, maintenance and repairs, for 34 years in Milwaukee.

Frank L. Irwin, superintendent since 1949 for Larimer County, Fort Collins, Colo.

Ada Harris, superintendent of the Cardiff Elementary School District, Cardiff-by-the-Sea, Calif., effective June 30.

Arthur A. Gates, supervising principal of the Port Byron Central School, Port Byron, N.Y., effective June 30.

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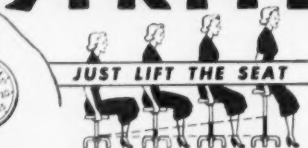
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TSC-1520, a posture chair with seat adjustment of 16" to 21", backrest horizontal and vertical adjustment of 5". Ideal for teaching and practicing posture in typing and other business classes. Science classrooms and laboratories use this type to advantage. Also comes with higher adjustment range up to 36". Reasonably priced.

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Model
S-1827

James A. Martin, superintendent of the Dallas Area Schools, Dallas, Pa., effective July 1.

C. J. Thomson, superintendent since 1935 at Davison, Mich., effective July 1.

William H. Buker, superintendent of School Union 24 and Wachusett Regional School District, Holden, Mass., effective in June.

Frances Godley, superintendent for Otero County, Alamogordo, N.M., after 35 years in the teaching profession.

Louis D. Megehee, superintendent at Picayune, Miss.

W. T. Simmons, superintendent for 25 years of Montcalm County, Stanton, Mich., on June 30. He was formerly superintendent at Webberville, Dansville, Vicksburg and Holton, Mich.

Died . . .

Carl Hood, 63, professor of education at Eastern Michigan College and former superintendent at McBain and Clarkston, Mich. He was supervisor of educational projects for Henry Ford in the U.S., England and South America from 1936 to 1946.

William F. Shirley, 77, former superintendent of Marshall County, Marshalltown, Iowa, and Cedar County, Tipton, Iowa.

Elmer E. Westerhouse, 69, former superintendent for 15 years at Arcadia, Calif.

Ellsworth W. Brooks, 59, superintendent for six years at Greentop, Mo.

Herbert J. Sorknes, 55, superintendent since 1953 at Evansville, Minn.

David C. Andrews, 73, former supervising principal at Youngwood and Mars, Pa.

Franklin C. Spittler, 54, elementary supervisor of the Baldwin-Whitehall Public Schools, Pittsburgh. He was formerly supervising principal, Orwigsburg, Pa.

Joseph B. Means Jr., 51, supervising principal for seven years of Linesville-Conneaut-Summit Joint School District, Linesville, Pa. Formerly he was at Falls Creek and Sigel, Pa.

Homer P. Shepherd, 77, former superintendent from 1925 to 1931 at Knoxville, Tenn., and from 1933 to 1948 at Lyndhurst, N.J.

L. O. Freeman Sr., former superintendent at College Park, Ga.

William McMullen, 72, former superintendent of Waverly Schools, Fort Collins, Colo., and Smith County, Smith Center, Kan. He was vice president of the Kansas State Teachers Association.

Wesley J. Fisher, former assistant superintendent of Mifflin County, Lewis-town, Pa.

James F. Hosic, 88, professor emeritus of education, Teachers College, Columbia University, after 68 years in the education field. He had been superintendent from 1894 to 1896 at Arapahoe, Neb., and for 19 years head of the department of English at Chicago Normal School.



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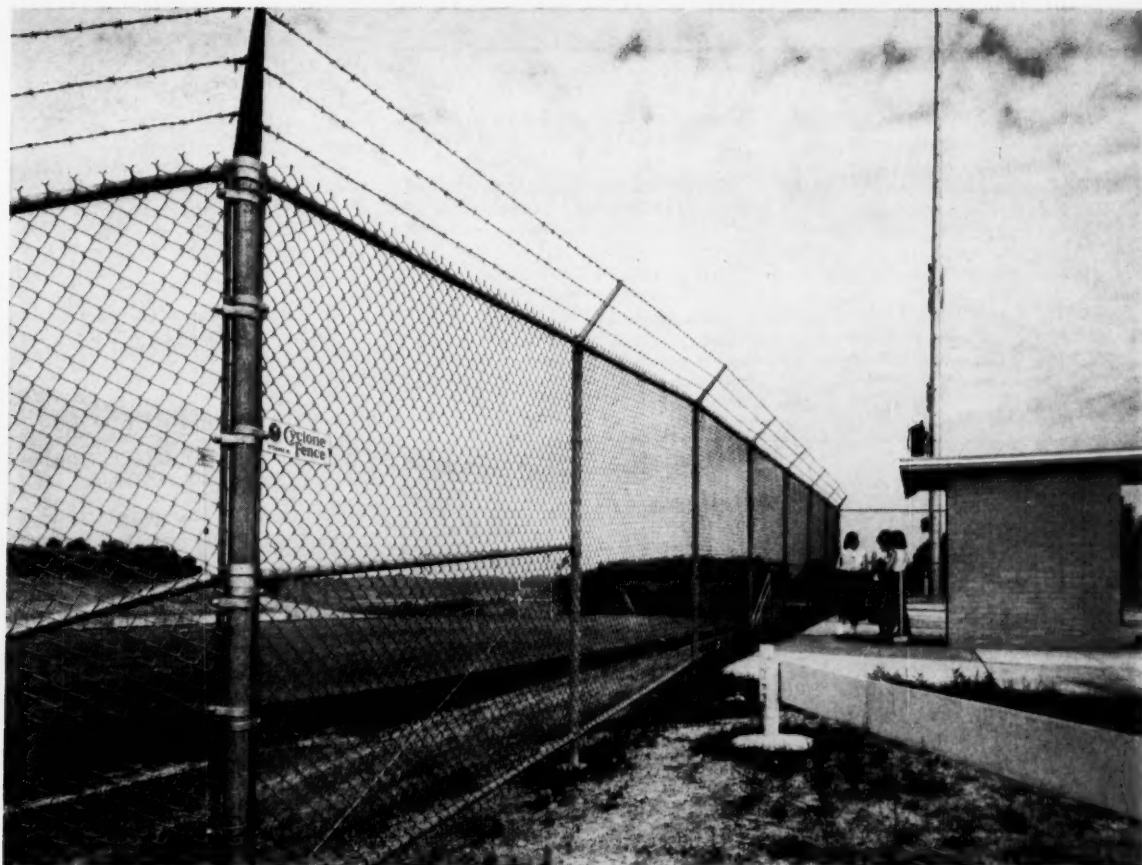
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The Bookshelf

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Administration for Adaptability. Revised ed. Edited by Donald H. Ross, assistant commissioner and coordinator of research and special studies, New York State Department of Education. A source book drawing together the results of more than 150 individual studies related to the question of why and how schools improve. Metropolitan School Study Council, 525 W. 20th St., N.Y. 27. Pp. 624. \$12.

Newsletter Writing and Publishing, a practical guide. By Virginia M. Burke.

Bureau of publications, Teachers College, Columbia University, New York. Pp. 107. \$2.50.

Evaluating the Elementary School. Prepared by Bernard J. Lonsdale and Afton Dill Nance, consultants, bureau of elementary education, California State Department of Education. Calif. State Prtg. Off., Sacramento 14. Pp. 64.

Administration of Public School Transportation. Prepared by T. H. Battelle, field representative, bureau of administrative services, California State Department

of Education. School business administration publication No. 6. Calif. State Prtg. Off., Sacramento 14. Pp. 139.

How Good Are Your Schools? Council on Instruction, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 30. 10 copies, \$1; 100 copies, \$7.

Curriculum Consultants at Work, factors affecting their success. By Marcella R. Lawler, professor of education, Teachers College, Columbia University. Bureau of publications, Teachers College, Columbia University, New York. Pp. 207. \$3.75.

Educational Administration, concepts, practices and issues. By Edgar L. Morphet, professor of education, University of California; Roe L. Johns, head, department of educational administration, University of Florida, and Theodore L. Reller, professor of education, University of California. Prentice-Hall, Inc., Englewood Cliffs, N.J. Pp. 546. \$5.95.

BUSINESS ADMINISTRATION

Secretarial Services in the Elementary School. Prepared by Ester Nelson, consultant, bureau of elementary education, California State Department of Education. Calif. State Prtg. Off., Sacramento 14. Pp. 31.

COMPARATIVE EDUCATION

The Big Red Schoolhouse. By Fred M. Hechinger, education editor, "Parents" magazine and associate publisher, Bridgeport (Conn.) "Sunday Herald." Analysis of the Soviet educational system. Doubleday & Company, Inc., 575 Madison Ave., New York 22. Pp. 236. \$3.95.

CONFERENCE PROCEEDINGS

Frontiers of Secondary Education. Compiled and edited by Paul M. Halverson, professor of education, Syracuse University. Proceedings of the 3d annual conference on secondary education, school of education and division of the summer sessions, Syracuse University. Pp. 70. \$2.25. **Frontiers of Elementary Education V.** Compiled and edited by Vincent J. Glennon, professor of education, Syracuse University. Proceedings of the 5th annual conference on elementary education, school of education and division of the summer sessions, Syracuse University. Pp. 98. \$1.75. Syracuse University Press, University Station, Box 87, Syracuse 10, N.Y.

Evaluation of Reading. Compiled and edited by Helen M. Robinson. Proceedings of the 1958 conference on reading, University of Chicago Press, 5750 Ellis Ave., Chicago 37. Pp. 201. \$3.50.

The Education of Teachers: New Perspectives. Official report of the 2d annual Bowling Green conference. N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 399. \$3.25.

Mathematics and Science Education in U.S. Public Schools. Cir. No. 533. Report of a conference sponsored by educational groups in cooperation with the U.S. Office of Education, Feb. 10 and 11, 1958. U. S. Govt. Prtg. Off., Washington 25, D.C. Pp. 96. 65 cents.

DIRECTORIES

Counties and Cities. Educational directory, 1958-59, Part 2. Pp. 99. 45 cents.



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More time for teaching! Teachers like the system. It saves them steps, time and energy . . . so students benefit, too! Find out what Caney schools have learned . . . how Executone School Intercom can improve *your* school administration. Just send coupon for more information.

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Higher Education. Educational directory, 1958-59, Part 3. Pp. 178. 70 cents. Listings of institutions and personnel. U.S. Govt. Prtg. Off., Washington 25, D.C.

FINANCE

Can Our Schools Get By With Less? A critical review of Roger A. Freeman's *School Needs in the Decade Ahead*. Research division, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 49. Single copy free; in quantity, 25 cents with discounts for 10 or more copies.

Public School Debt Administration. By William B. Castetter, associate director, educational service bureau, University of Pennsylvania Press, 3436 Walnut St., Philadelphia 4. Pp. 163. \$5.

Study of Public School Support. A report to the California legislature by the California State Department of Education. Calif. State Prtg. Off., Sacramento 14. Pp. 211.

Financial Equalization for the Public Schools of California. Edgar L. Morphet, professor of education, University of California. A study of the problems and progress in financing a foundation program of educational opportunity. Bureau of public administration, University of California, Berkeley 4. Pp. 71. \$2.

FOUNDATIONS

The President's Review. Annual report, 1957. Rockefeller Foundation, 49 W. 49th St., New York. Pp. 110.

Resources for the Future. Annual report for the year ending Sept. 30, 1958. Resources for the Future, Inc., 1145 19th St., N.W., Washington 6, D.C. Pp. 107.

FROM SCHOOL DISTRICTS

Annual Report of the Superintendent of Schools. Leo T. Doherty, superintendent. Worcester Public Schools, Worcester, Mass. Pp. 41.

So You Are the New Clerk With the Minneapolis Public Schools. Minneapolis Public Schools, 807 N. E. Broadway, Minneapolis 13. Pp. 19.

Certificated Personnel. Salary survey-report No. 1. Pp. 87. **Noncertificated Personnel.** Salary survey-report No. 2. Pp. 52. Cleveland Board of Education, Cleveland.

Scholars and Cents. Annual report of finances. Kingston City Schools, Kingston, N.Y. Pp. 89.

Design for Human Growth. Prepared by Dorothy P. Oldendorf and Millard D. Bell. Wilmette Public School District No. 39, 738 10th St., Wilmette, Ill. Pp. 142.

JUNIOR HIGH SCHOOL

Block-Time Classes and the Core Program in the Junior High School. By Grace S. Wright, specialist in secondary education, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 66. 35 cents.

The Junior High School Program. A joint study conducted by the commission on secondary schools and the commission on research and service. Southern Association of Colleges and Secondary Schools, 795 Peachtree St., N.E., Atlanta 8. Pp. 111. \$1.50.

New Designs in Homemaking Programs in Junior High Schools. By Arleen C. Otto, bureau of publications, Teachers College, Columbia University, New York. Pp. 97. \$3.50.

MAINTENANCE AND OPERATION

Grounds Maintenance Handbook. 2d ed. By Herbert S. Conover, landscape architect, New York Power Authority. F. W. Dodge Corporation, 119 W. 40th St., New York 18. Pp. 491. \$10.75.

OF GENERAL INTEREST

Permanent Peace, a check and balance plan. By Tom Slick. Prentice-Hall, Inc., 70 5th Ave., New York 11. Pp. 175. \$2.95.

PERSONNEL

Certification of School Librarians. By Mary Helen Mahar, specialist for school and children's libraries, library services branch, U.S. Office of Education. A compilation of state requirements, bulletin 1958, No. 12. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 73. 30 cents.

California's Teachers: their professional qualifications, experience and the size of their classes, 1956-57. Prepared by the bureau of education research, California State Department of Education, Sacramento 14. Pp. 65.

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Teachers A.F.L.-C.I.O., 28 E. Jackson Blvd., Chicago 4. Pp. 54. 65 cents.

PHILOSOPHY OF EDUCATION

The Integration of Human Knowledge. By Oliver L. Reiser, professor of philosophy, University of Pittsburgh. A study of the formal foundations and social implications of unified science. Porter Sargent, publisher, 11 Beacon St., Boston 8. Pp. 461. \$8.

In Adult Education We Believe. A handbook of quotations from national leaders. Published by the Michigan Association of Public School Adult Educators, Michigan Education Association, Lansing. Pp. 27.

An Essay on Quality in Public Education. Educational policies commission, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 29. 35 cents per copy, 10 per cent discount for 2 to 9 copies, 20 per cent discount for 10 to 100 copies, 100 or more copies at 20 cents per copy.

PSYCHOLOGY

Educational Psychology. Revised ed. By Lawrence E. Cole, Oberlin College, Oberlin, Ohio, and William F. Bruce, University of Virginia. World Book Co., Yonkers-on-Hudson, N.Y. Pp. 671. \$6.25.

What Education Has To Learn From Psychology. By Percival M. Symonds, professor of education, Teachers College, Columbia University. Bureau of publications, Teachers College, Columbia University, New York. Pp. 74. \$1.25.

SCHOOL LAW

Handbook, Illinois School Election Law. Louis Ancel, Chicago Bar Association. Mr. Ancel, 111 W. Washington St., Chicago 2. Pp. 107. \$1.50.

SCHOOL LUNCH

Selected School Lunch Audio-Visual Aids. Lists compiled by Katherine Connelly Wisely, area home economist, U.S. Dept. of Agriculture, for the American School Food Service Association, P.O. Box 8811, Denver 10. Pp. 32. 25 cents.

SCHOOL PLANT

Innovations in Elementary School Classroom Seating. By David C. Sanders, assistant professor of curriculum and instruction, University of Texas, University of Texas Press, Austin. Pp. 178.

A Study of School Building Construction. By Maurice J. Thomas, professor of education, University of Pittsburgh. Selected community factors dealing with physical and human dynamism in 23 major American cities. School of education, University of Pittsburgh, Pittsburgh. Pp. 24.

School Plant Courses Offered by Colleges and Universities in the United States, 1956-59. By Ray L. Hamon. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 32. 25 cents.

School Sites: Selection, Development and Utilization. By James L. Taylor, specialist on planning school buildings, U.S. Office of Education. U.S. Govt.

Prtg. Off., Washington 25, D.C. Pp. 91. 75 cents.

Saving Dollars in Building Schools. By David A. Pierce, technical editor, "Ohio Architect." Reinhold Publishing Corp., 430 Park Ave., New York 22. Pp. 108. \$5.95.

SECONDARY EDUCATION

The Problem of the Small High School. By M. R. Sumption, head, office of field services, college of education, University of Illinois. A brief analysis of the problem faced by every small high school today, together with some possible solutions. Office of field services, college of education, University of Illinois, 309 Gregory Hall, Urbana. Pp. 8. 15 cents.

Gateways to Readable Books. Compiled by Ruth Strang, professor of education, Teachers College, Columbia University; Ethlyne Phelps, director, reading program, Normandy Senior High School, St. Louis, and Dorothy Withrow, reading clinician, Philadelphia Public Schools. An annotated graded list of books in many fields for adolescents who find reading difficult. H. W. Wilson Company, 950 University Ave., New York 52. Pp. 181. \$3.

The American High School Today. By James B. Conant, former president of Harvard University. McGraw-Hill Book Company, Inc. 330 W. 42d St., New York 36. Pp. 140. \$1.

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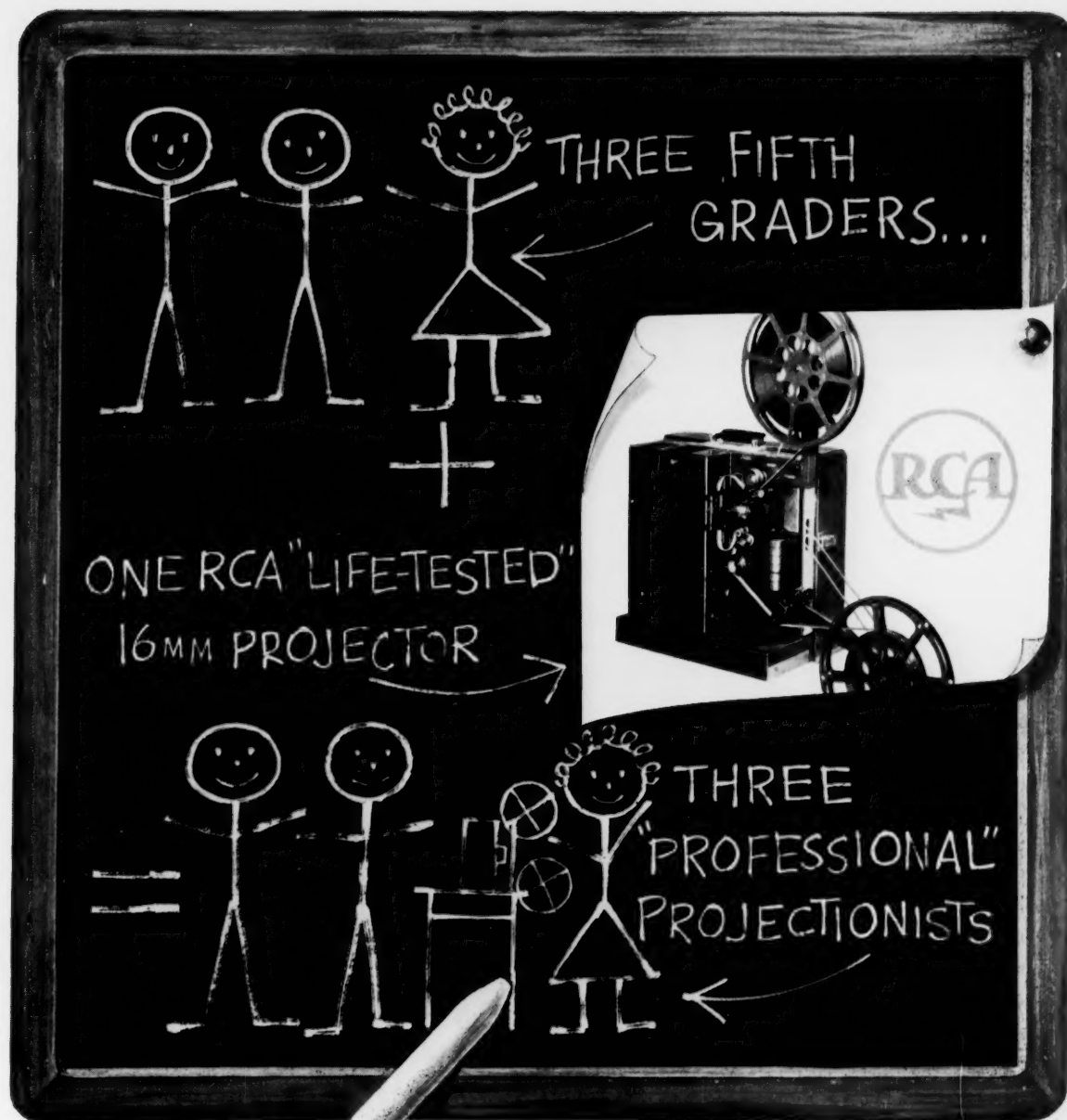
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With Selected Bibliography. Bureau of secondary curriculum development, state education department, University of the State of New York, Albany. Pp. 101.

SOCIOLOGY

American Jews: Their Story. By Oscar Handlin, professor of history, Harvard University. Anti-Defamation League, B'nai B'rith, 515 Madison Ave., New York 22. Pp. 46.

What We Know About "Race." By Ashley Montagu, chairman, Anisfield-Wolf Award Committee on Race Relations. Anti-Defamation League, B'nai B'rith, 515 Madison Ave., New York 22. Pp. 39. 25 cents.

SPECIAL EDUCATION

Diagnostic Problems in Mental Retardation. Report of a workshop at Long Beach and San Francisco State Colleges, June 17 to 30, 1957. Bull. of the California State Department of Education, Vol. 27, No. 7. Compiled by Eli M. Bower, education research project coordinator, emotionally disturbed children, bureau of special education, California State Department of Education, and Jerome H. Rothstein, associate professor of education, San Francisco State College. **A Process for Early Identification of Emotionally Disturbed Children.** Bull. of the California State Department of Education, Vol. 27, No. 6. Prepared by Eli M. Bower. Pp. 111. Calif. State Prtg. Off., Sacramento. Pp. 43.

STATISTICS

Current Expenditures per Pupil in Public School Systems: Large Cities, 1956-57. Cir. No. 537. Pp. 35. 30 cents. **Small and Medium-Sized Cities, 1956-57.** Cir. No. 538. Pp. 39. 25 cents. By Lester B. Herlihy, specialist in education statistics, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C.

Statistics of Public School Systems in 101 of the Most Rural Counties, 1955-56. Cir. No. 529. Prepared under the direction of Walter H. Gaumnitz, head, rural research and statistics unit, research and statistical services branch, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 23. 20 cents.

Statistics of Higher Education: 1955-56. Faculty, students and degrees. Biennial survey of education in the United States 1954-56, chapter 4, section 1. Under the general direction of Emery M. Foster, chief, research studies and surveys section, U.S.O.E. U. S. Govt. Prtg. Off., Washington 25, D. C. Pp. 149. 60 cents.

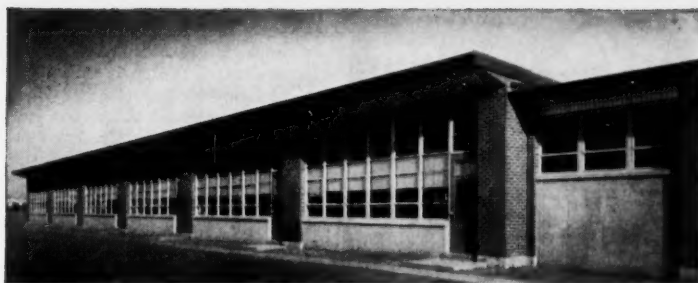
SURVEYS

The Two-Year Community College. An annotated list of studies and surveys. By D. G. Morrison, specialist, community and junior colleges, and S. V. Martorana, chief, state and regional organization, U.S.O.E. U.S. Govt. Prtg. Off., Washington 25, D. C. Pp. 28. 20 cents.

TEACHER EDUCATION

The First Fifty Years. A history of the teachers college, University of Nebraska.

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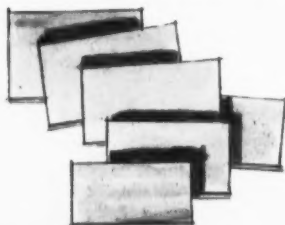
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By Erwin H. Goldenstein. Pp. 83. **Fifty Years of Progress in Teacher Education.** Addresses given at the golden anniversary observance, Teachers College, University of Nebraska, February 13, 1958. University of Nebraska publication No. 198. Pp. 51. Office of the dean, Teachers College, University of Nebraska, Lincoln 8.

Full-Time Student Teaching. By William V. Hicks, coordinator of student teaching, Michigan State University, and Clare C. Walker, associate professor of education, Territorial College of Guam. Michigan State University Press, Box 752, East Lansing. Pp. 143. \$3.25.

Teacher Education. Field service bulletin of the Illinois State Normal University, Vol. 21, No. 1. Proceedings of the 10th annual School Public Relations Conference, March 8, 1958, Normal, Ill. Illinois State Normal University Press, Normal. Pp. 40.

TESTS

Educational Testing Service. Annual report, 1957-58. Educational Testing Service, 20 Nassau St., Princeton, N.J. Pp. 105.

UNESCO

Current School Enrollment Statistics. UNESCO Publications Centre, 801 3d Ave., New York 22. Pp. 47.

Technical and Vocational Education in the United Kingdom. Educational series and documents No. 27. A bibliographical survey by R. C. Bengt, lecturer in bibliography, department of librarianship, North-Western Polytechnic, London. Pp. 48. 20 cents. **Rural Education.** Educational abstracts No. 101. Pp. 23. 20 cents. UNESCO Publications Centre, 801 3d Ave., N. Y. 22.

VOCATIONAL EDUCATION

Trade and Industrial Education in California Public High Schools. Prepared by Karl A. Thomte, assistant supervisor, trade and industrial education, bureau of industrial education, California State Department of Education. Calif. State Prtg. Off., Sacramento 14. Pp. 60.

Management Training for Small Businesses. Vocational division bulletin No. 271, Distributive Education Series No. 25. U.S.O.E., U.S. Govt. Prtg. Off., Washington 25, D. C. Pp. 52. 25 cents.

Vocational-Technical Education for American Industry. Occupations, selected references, and educational programs. By Lynn A. Emerson, consultant, division of vocational education, U.S.O.E. U. S. Govt. Prtg. Off., Washington 25, D. C. Pp. 25. 25 cents.

Instrument and Control Engineering. Vocational and professional monographs, No. 97. By Lloyd Slater, executive director, Foundation for Instrumentation Education Research, Inc. Pp. 46. \$1. **The Scientific Instrument Industry.** Vocational and professional monographs, No. 98. By James R. Irving, director of public information, Scientific Apparatus Makers Association. Pp. 60. \$1. Bellman Publishing Co., P. O. Box 172, Cambridge 38, Mass.



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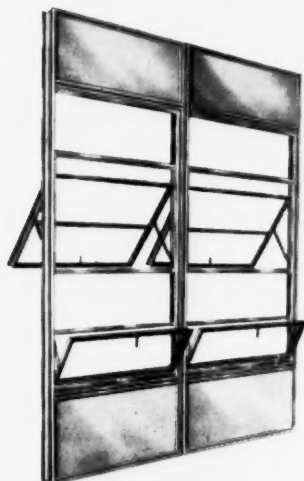
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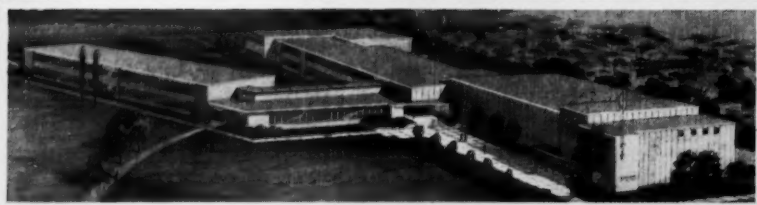
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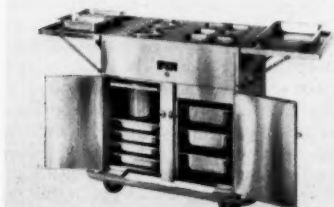
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(Continued on page 194)



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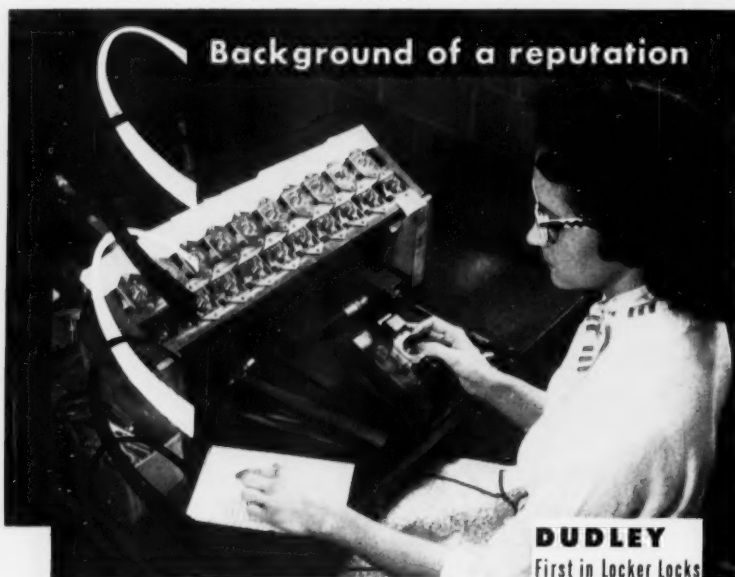
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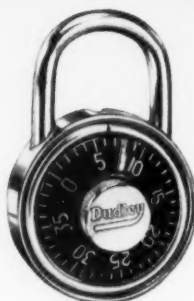
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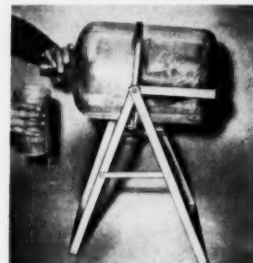
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(Continued on page 198)

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Cold Water Sanitizing With SaniQuik Glassmaster

A complete sanitizing machine that requires only cold water and a special inexpensive sanitizing agent for cleaning and sanitizing glassware is available in the new SaniQuik Glassmaster. The stainless steel cylindrical wash chamber with synthetic splash guard sits at an angle for



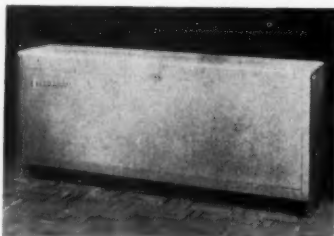
convenience in operation. The machine features contra-rotating brushes designed for self-cleaning and easy removal, and they are reversible for extended life. A positive displacement metering pump delivers a predetermined amount of detergent sanitizer for each glass washed.

The machine is equipped with a master switch which is turned on but does not function until a glass is properly inserted for cleaning. The glass is held until the machine stops at the completion of the sanitizing cycle and each glass is washed with fresh water and a new detergent sanitizer charge for complete cleaning and sanitizing. The machine is easily and quickly installed and a switching arrangement lights a red signal when the detergent tank is nearly empty. **The Hobart Mfg. Co., Troy, Ohio.**

For more details circle #739 on mailing card.

Unit Ventilator Heats and Cools

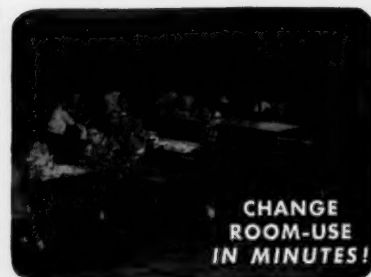
Quiet, trouble-free operation in providing heating or heating and cooling with a large range of capacities is offered in the new Praetorian unit ventilators. They are available in two sizes, with three coil ar-



rangements each, and have permanently lubricated bearings, hard anodized dural shaft and graphite-impregnated nylon bushings in all moving parts. A new principle of air blending gives efficient operation, utilizing aerodynamic discs moving axially along a shaft within blower wheels. One side of each blower assembly can draw only fresh air, the other side only heated or cooled air. Discs can close either inlet side as required. Simplicity of controls and mechanical parts reduce maintenance and initial cost. **Valveblower Co. of California, Inc., 13725 E. Rosecrans Ave., Santa Fe Springs, Calif.**

For more details circle #740 on mailing card.

(Continued on page 200)



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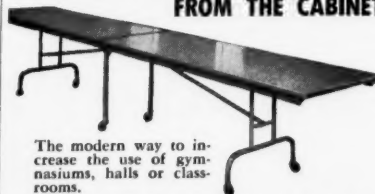
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TABLES and BENCHES **FOLD-O-LEG** **Doubler**



Overall cabinet size 7'2" high, 5'4" wide, 6 1/2" deep. Cabinet can be recessed in-the-wall or fastened against-the-wall.

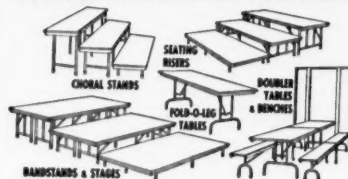
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Tables and benches are separate units that can be kept attached to cabinet for quick lunches, arts and crafts, etc., or rolled free for banquets, games and other activities where tables are needed. Choice of top materials in many patterns and colors.

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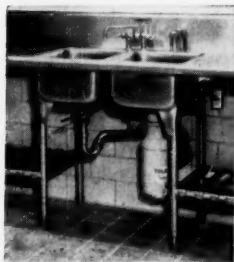
Installation by Hertz's Equipment Co., Peoria, Ill. • Fabrication by Southern Equipment Co., St. Louis, Mo.

SEE HOW TOLEDOS STREAMLINE FOOD SERVICE

In the newest addition to the progressive Decatur and Macon County Hospital in Decatur, Illinois, Toledo Kitchen Machines help streamline operations and trim costs! For dishwashing, disposing and peeling, Toledos get the call in this well-planned hospital installation.

Whether your kitchen caters to small or large volume feeding, it's easy to select just the right equipment for your layout and service needs from the wide line of Toledos. Choose Toledo dishwashers for advanced design in counter, door type, conveyor and conveyor prewash machines . . . modern new Toledo food

machines, and fast, sanitary Toledo disposers in a full range of sizes. Write today for new catalogs on Toledos to help you save time, money and manpower in your kitchen.



Nine Toledo Disposers are on the job at key work areas to insure sanitation.



Toledo Conveyor Dishwasher with Prewash keeps dishes and glasses sparkling clean. Automatic through wash and rinse cycles with high hourly production.

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Medart "Bank Mover"
Operates Banks of Gym Seats



Any number of telescopic seat sections, side by side in a row as long as 112 feet and 15 rows high, can be opened and closed at one time with the new Medart "Bank

Mover" power operator. Seat sections higher than 15 seat rows, up to 21 seat rows, can be automatically handled by the "Bank Mover" in total length up to 80 feet. The mover is built integral with the seats and requires no floor tracks or building changes. It operates from any ordinary 110 or 220-volt power source.

With the "Bank Mover," as with the Medart "Unit Mover," controlled speed prevents banging and slamming of telescopic seats, preventing damage to seats and wall fastenings. A limit switch in the control circuit prevents over-travel in either direction. The power-operated seats will lock instantly in any position, during opening or closing, by release of the key in the control switch. **Fred Medart Products Inc., 3535 DeKalb St., St. Louis 18.**

For more details circle #741 on mailing card.

Fiberglass Seating
Is Stainproof

Brunswick school furniture is now available with molded fiberglass seats and backs. The product is described as providing more comfortable resiliency and more permanent color while being virtually completely resistant to stains. It has maximum impact strength and is easily molded to the desired shapes. Laboratory tests conducted by Brunswick in conjunction with University of Kansas employed ten normally damaging laboratory liquids which failed to mar



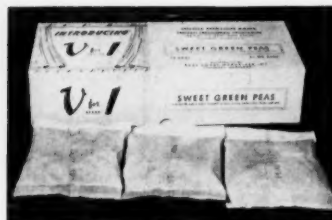
or pit the "Lifetime Fiberglass" used in its classroom products. **The Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5.**

For more details circle #742 on mailing card.

Individual or Double Portions
in Frozen Vegetable Packs

Frozen vegetables are now available with new processing and new packaging. The vegetables are completely cooked in steam, immersed in a solution that seasons and glazes each particle to prevent desiccation during freezing, then packaged in individual or double portions in plastic lined paper bags with a pat of butter included. For preparation the bag is removed from the freezer and dropped in a pot of boiling water for ten minutes. The result is improved flavor, appearance and convenience.

Each individual bag contains 2½ ounces of vegetables, fully seasoned. Bags are



packed twelve to a carton, twelve cartons in a case. Five vegetables now available are Green Peas, Cut Corn, Baby Lima Beans, Cut Green Beans and Mixed Vegetables with other to come. The new concept in vegetable handling was developed by three companies: Shoreland Freezers, Inc. worked out the packaging, Spencer Chemical Co. developed the heat resistant polyethylene and helped perfect the paper-poly laminate, and marketing is handled by **East Coast Marketers, Inc., P. O. Box 138, Salisbury, Md.**

For more details circle #743 on mailing card.

(Continued on page 202)

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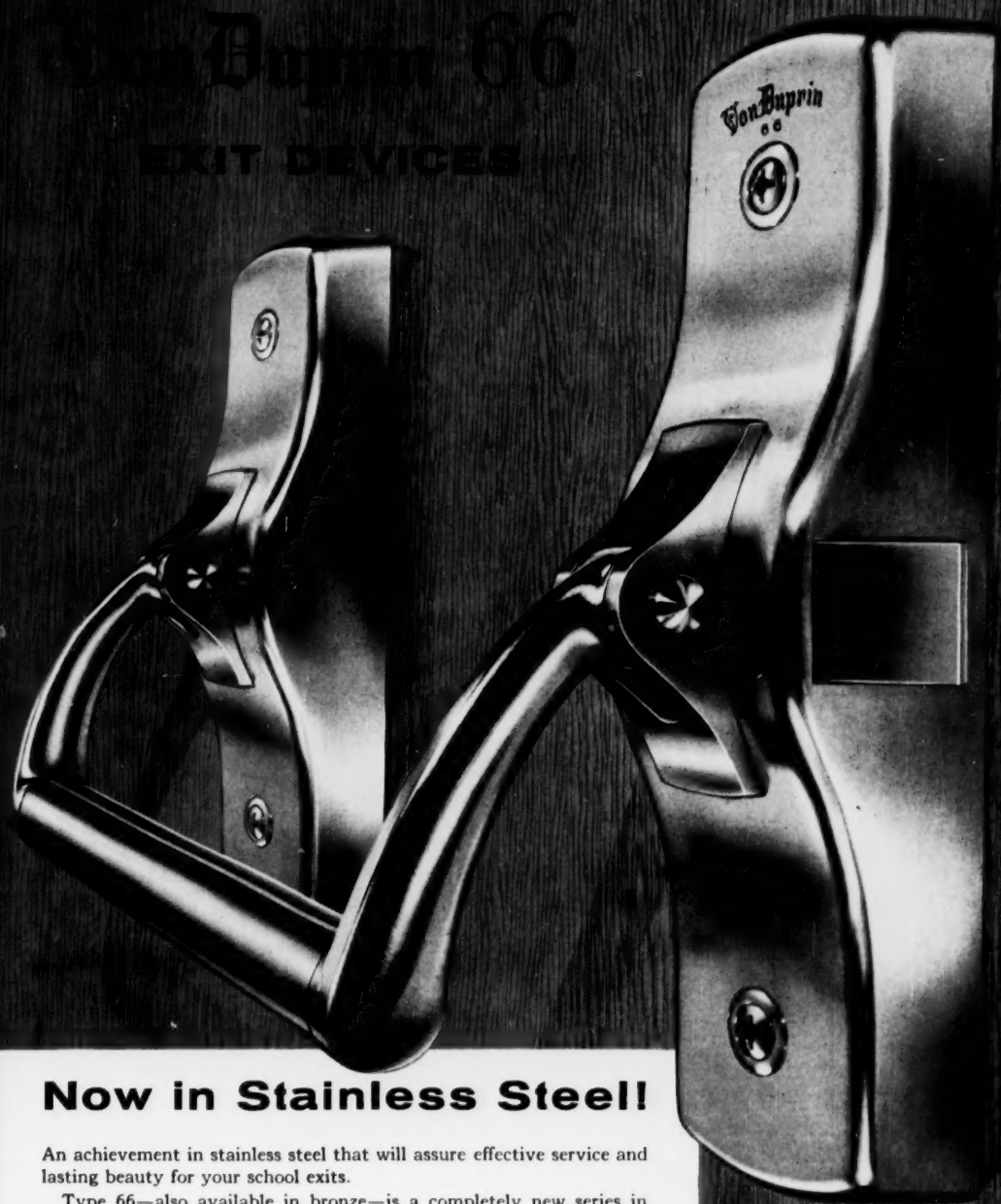
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Model 67 Seating Unit Has Comfort and Strength

A one-piece five-ply Northern hardwood seat back, which has a birch face and is



made with water-resistant bonding, molded for comfort with correct posture, forms seat and back of the new General Model 67 seating unit. The understructure of high grade steel tubing gives complete support for the seat back, study top and side bookbox and is welded for strength and rigidity. Neoprene shoes on the heavy cast iron pedestal keep the desk firmly in place.

The heavy plywood study top has bonded Marblyk plastic finish which is marproof, heatproof and stainproof. It is 24 inches wide, giving full support for writing, and the conveniently placed side bookbox holding four large books is easy to reach. General School Equipment Co., 869 Hersey St., St. Paul 14, Minn.

For more details circle #744 on mailing card.

Kotex Napkin Vendor for Recessed Installation

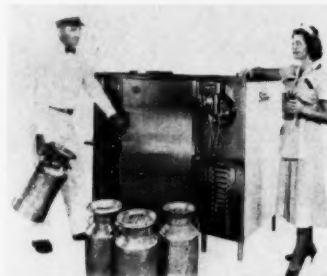
Designed to be fitted into a recessed opening, the new vendor for Kotex napkins may also be mounted on the wall surface. It can be installed in new or remodeled buildings and holds 63 individually-boxed feminine napkins. The new vendor is 25 5/16 inches high, 13 3/4 inches wide and 6 3/16 inches deep. It is available in four finishes, including white enamel, polished chrome, satin chrome and stainless steel.

Kimberly-Clark Corp., Neenah, Wis.

For more details circle #745 on mailing card.

Sweden MixSuppliers Facilitate Ice Cream Service

The dispensing of soft-serve ice cream products and milk shakes is facilitated through use of the new Sweden MixSupplier. Designed for use with Sweden Soft-Servers and Sweden ShakeMakers, the mix cans are placed in the MixSupplier by the dairy deliveryman and need not be handled again until the finished milk shake or other soft-serve product is served. There are no heavy cans to lift or intermediate pans or measures to handle. The mix is pumped



automatically from refrigerated storage in the MixSupplier to the dispenser as needed. Up to 40 gallons of mix can be stored in the same cans received from the dairy. Sweden Freezer, 3401 Seventeenth Ave. W., Seattle 99, Wash.

For more details circle #746 on mailing card.

Slimfin Fixtures for Efficient Lighting

The extra slim, swept-wing design of the new Slimfin fluorescent luminaire with Finglow light beams gives a soft uplight



while providing highly efficient downlight. The Finglow side wing edges are molded of polystyrene plastic and the fixtures are finished in White Permalux with chrome end fins. Slimfins are available with Grate-lite Louver Diffuser and Prismoid. Grate-lite or Metal Cross Baffle bottoms. They are designed for close ceiling or pendant mounting, in individual or continuous row installations. Edwin F. Guth Co., 2615 Washington Blvd., St. Louis 3, Mo.

For more details circle #747 on mailing card.

(Continued on page 205)

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Adaptable to all types of occupancy and for installation on the interior as well as the exterior.

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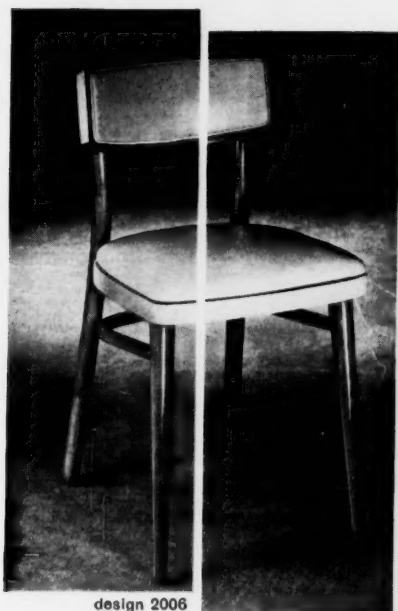
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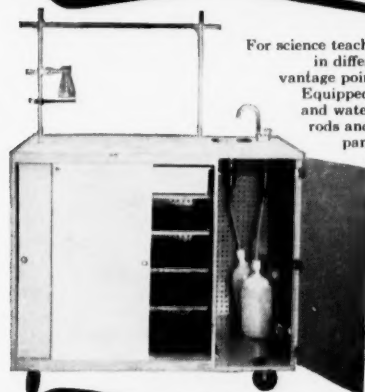
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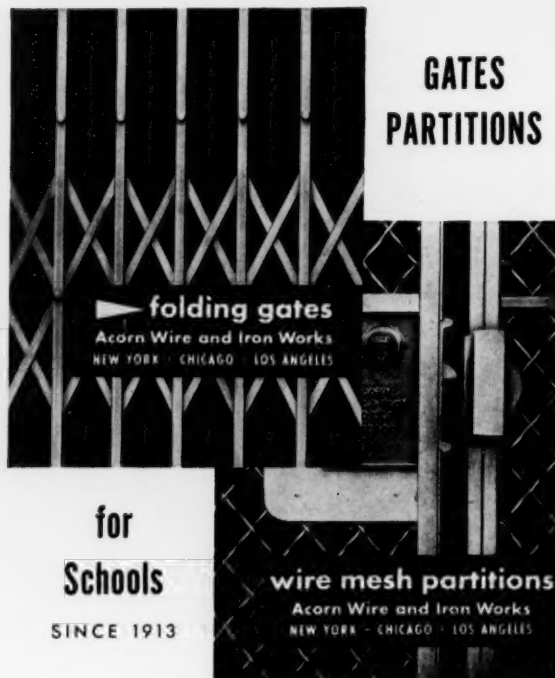


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Nuclear Fire Alarm System Gives Early Warning

Incipient fires can be detected and warning given without the presence of smoke, flame or heat with the new Pyr-A-Larm. The "Nuclear Sentry" employs a unique method of ionization to warn of incipient fire. The system can be set to give instantaneous warning to fire departments, Central Station headquarters and trigger extinguishing systems of all types. It is cap-



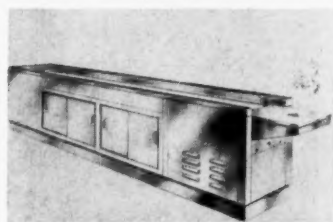
able of providing any degree of protection necessary for the particular hazard area under consideration and will do anything with its warning signal that is possible to be done electrically.

The Pyr-A-Larm system will operate electrical controls, close fire doors, stop fans and blowers, ring bells, sound sirens or in other ways warn of fire before it gets to the danger point. The invisible and minute products of combustion will trigger the detector, yet it is so engineered that it eliminates spurious alarms. The system is particularly sensitive to smoldering fires and overloaded electrical equipment. The manufacturer states that the system has been approved by Underwriters Laboratories. The illustration shows the principal parts of the Pyr-A-Larm detector head. Pyrotronics, A Div. of Baker Industries, Inc., P. O. Box 390, Newark 1, N. J.

For more details circle #748 on mailing card.

Nylon Belting on Dish Handling Unit

Dual Track Nylon Belting is a new feature of the Caddy-Veyor, a motor driven



belt unit for easy and rapid handling of dishes and trays. The Nylon Belt is self-tensioning, ensuring longer belt life. Belt links are self-tracking, eliminating the need for adjustment, and the endless belt has no splices. The nylon sections are rigid, shock resistant and cannot shred or ravel. The Nylon Belt is easy to keep clean, does not absorb stains, and operates smoothly. The Caddy-Veyor is available in many combinations, facilitating installation to fit the needs of any food service installation. The Caddy Corporation of America, Secaucus, N.J.

For more details circle #749 on mailing card.

(Continued on page 206)



With Steiner roll towels

She's helping cut inventory 50%

Here's why you can cut inventory costs and save warehouse space with Steiner Company *controlled* roll paper towel dispensers in your washrooms: Towel supply lasts longer because users take only amount they need. Means less inventory . . . ties up far less warehouse space. You need only half as much storage space because a case of any given size holds twice as many rolled towels as folded. You can cut your inventory as much as 50 percent with Steiner dispensers.

Put them in your washrooms on a trial basis and see how you save. Your local janitorial supplier or sanitary paper distributor can help you . . . there is no charge for the dispensers. For more information send in the coupon below.



STEINER COMPANY

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**Swanson Chicken
Speeds Food Preparation**

Institutional sized cans of Swanson Chunks O' Chicken and Chunks O' Turkey are now available. Designed to speed institutional food service when used in sandwiches, salads, casseroles and other dishes, the meat can be sliced or diced as desired. It is supplied in extra big pieces of tender light and dark meat packed in natural juices without the addition of broth. Campbell Soup Co., Camden 1, N.J.

For more details circle #750 on mailing card.

Vibroflotation System for Building on Sand

A foundation system for buildings which must be constructed on sand is described as Vibroflotation. It is a compacting service which eliminates the need for pilings and transforms sand into a compact, uniform

mass, capable of supporting the heaviest loads. The compaction results from the simultaneous vibration and saturation of a granular soil by a Vibroflot machine. It is achieved by removing the voids between particles through rearranging the grains of sand into a tight mass throughout the desired depth of the area involved, producing a firm foundation on which any kind of light or heavy structure can be built. The machine produces cylindrical compacted sand columns which serve as the foundation for a building. The Rust Engineering Co., 930 Fort Duquesne Blvd., Pittsburgh 22, Pa.

For more details circle #751 on mailing card.

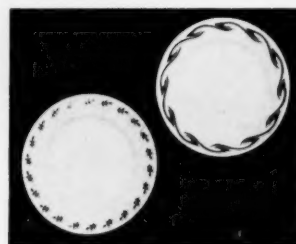
Heavy Duty Food Mixer Has Wide Range of Uses



The heavy duty Model TM-30 mixer is constructed for a wide range of uses in the kitchen. The 30-quart machine is equipped with an auxiliary power socket to take a full line of accessories, widening its use from mixing, beating or whipping to include food and meat chopping, juice extracting, fruit and vegetable slicing and shredding, and sharpening. The bowl is heavy tinned steel with sanitary, open style lip and smooth contours for easy cleaning. Toledo Scale Corp., 1023 Telegraph Rd., Toledo 13, Ohio.

For more details circle #752 on mailing card.

Pyrex Brand Dinnerware Adds Two Patterns



Green Leaf and Ruby Scroll are the names given to the two new patterns introduced in Pyrex brand Double Tough institutional dinnerware. Green Leaf has a small leaf sprig around the rim of opal white dinnerware, while Ruby Scroll has a dark red scroll motif. Both designs are available on all 21 pieces of Double Tough dinnerware which is now offered in eight attractive patterns. The dinnerware is made of heat resistant, tempered opal glass for maximum strength in institutional use. Corning Glass Works, Corning, N.Y.

For more details circle #753 on mailing card.

(Continued on page 208)

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price and utility...*

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Folding tablet armchair with wrap rack for classrooms.



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Executive Quick-Call Offers Direct Line System

A compact, desk-top control cabinet at the master station of the new Type 11 Executive Quick-Call direct line system permits immediate connection with any one of as many as 20 preselected stations. The control cabinet, encased in modern "Trim-line" metal wrap-around housing, has two rows of 11 translucent pushbuttons across the front with designation strip in a holder between the rows. To place a call, the executive merely presses the appropriate button, and a relay is activated to supply ringing current over the called line. It is unnecessary



to dial even one digit. The system speeds intercommunication and can be arranged to signal when a busy line disconnects. **Automatic Electric, Northlake, Ill.**

For more details circle #754 on mailing card.

Mobile Cabinet Serves Dual Purpose

Storage and demonstration space are incorporated into the new mobile cabinet de-

signed by Henry P. Glass Associates for Fleetwood. The two-shelf storage area provided for teaching and other visual demonstration material can be locked when not in use. The laminated plastic work top has no-drip edges and the maple veneer panels have a protective, synthetic finish. The



cabinet is sturdily constructed with a satin chrome finished steel tubing base. Easy-rolling casters with locking brakes make it readily moved to place of need. **Fleetwood Furniture Co., Zeeland, Mich.**

For more details circle #755 on mailing card.

Rub-On Rubber Cement in Dry Bar Form

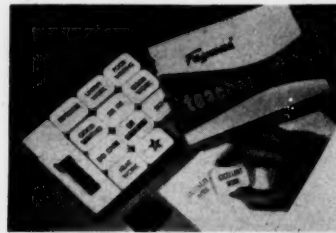
A simple, clean and effective method of handling adhesive for paper is offered in the new dry bar form of rubber cement. Called Dry-Stik, the adhesive is made of plastic rubber compounds and leaves a thin

pressure-sensitive coating when rubbed on a surface. It is not sticky to the touch, yet paper sticks instantly with finger tip pressure but can be picked up and moved so long as it is not smoothed down firmly. When it is, it forms a strong waterproof bond. The dry bar is easy to handle, it is clean, odorless, non-flammable and non-toxic. **Dry-stik Co., 4356 N. Kedvale, Chicago 41.**

For more details circle #756 on mailing card.

Rubber Stamp Set Speeds Grading

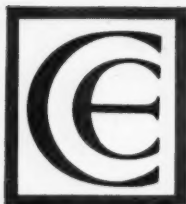
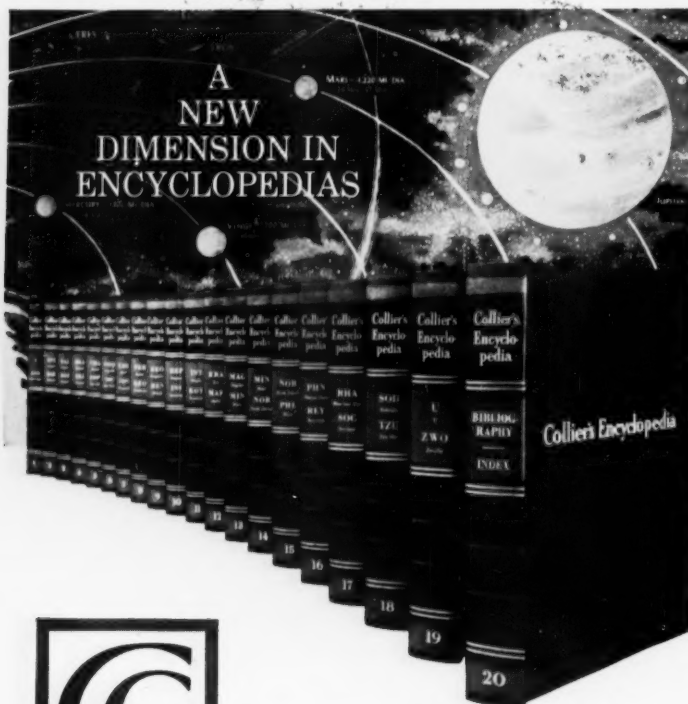
The Faymus Teacher's Grading Set is a series of rubber stamps designed to save



time in the marking of pupils' papers. Worked out by the manufacturer in cooperation with elementary grade school teachers, the set consists of twelve legends which permit the teacher to rubber stamp most comments. Each stamp is in an individual box with its own self-inking pad. **Bankers & Merchants, Inc., Faymus Div., 3229 N. Sheffield Ave., Chicago 13.**

For more details circle #757 on mailing card.

(Continued on page 212)



FREE BOOKLETS: 1. Enriching the General Science Curriculum
2. Space Satellites 3. Rockets and Satellites

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COLLIER'S ENCYCLOPEDIA, 640 Fifth Avenue, New York 19, N. Y.

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The new 1959 Collier's Encyclopedia offers a New Dimension in planned, progressive expansion based on the reference needs and interests of modern readers.

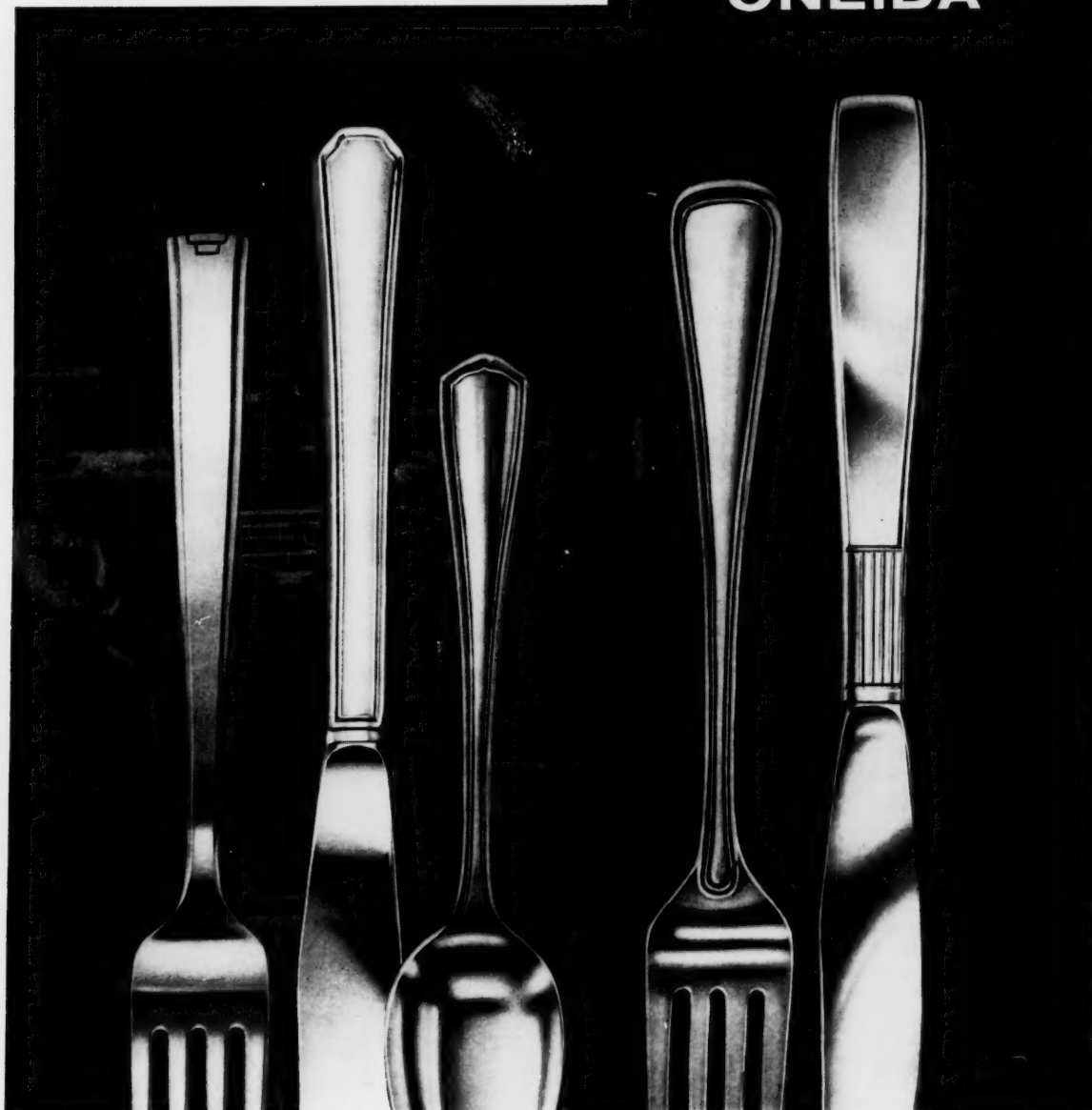
This new edition combines 427 completely new authoritative articles with over 900 new illustrations to provide the most timely information you can possibly get in an encyclopedia.

A total of 1,719 articles have been added or revised. They reveal Alaska as the 49th State; Pope John XXIII as head of the Catholic Church, results of the I.G.Y. and many more such timely subjects. Willy Ley contributes a fascinating article on *Space Travel*. *Space Satellites*, *Guided Missiles*, *Rockets* have been completely up-dated and expanded again. A new, brilliantly executed sequence of full-color acetate transparencies vividly portray the internal structures of the human body.

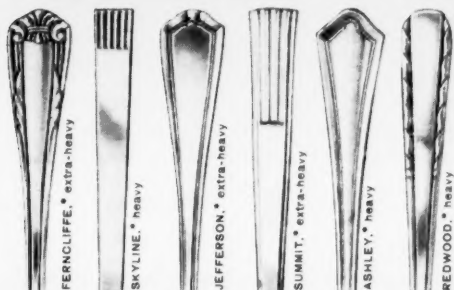
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Left to right: AZTEC,* extra-heavy; SENECA,* heavy; ETON,* extra-heavy; REGIS,* COLEBROOK,* both heavy.



Watch your patrons respond to the gracious warmth that silver alone can give. And when it's Silverplate by Oneida, you can be sure you're getting the finest quality for your money: beautiful patterns, proper weight, balance, exclusive balanced plating, costliest finishing operations. Choose this longer-lasting tableware designed and priced to suit your needs.



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ONEIDA SILVERSMITHS ONEIDA, NEW YORK

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*TRADEMARKS OF ONEIDA LTD.

FOR MODERN ADMINISTRATION

Rauland

**MODEL S224
LOW-COST SCHOOL
INTERCOMMUNICATION SYSTEM**



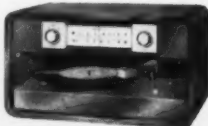
2-Way Communication and Program Facilities

- ★ For up to 48 rooms ★ "All-Call" feature
- ★ Volume level indicator ★ Remote mike operation
- ★ Matching radio and phonograph available

This compact, precision-built system providing low-cost 2-way communication facilities is ideal for efficient supervision of all school activities. Announcements, speeches and voice messages can be made by microphone to any or all rooms (up to a total of 48); speech origination from any room to the central cabinet is available. Includes "All-Call" feature for simple instantaneous operation. Has input connections for remote microphone, radio, phonograph and tape recorder. Housed in compact, attractive all-steel blue-gray cabinet suitable for desk or table. When combined with the S404 matching radio-phonograph below, a complete centralized school sound system is achieved at a remarkably low cost, within the means of even the smallest school.

MATCHING MODEL S404 RADIO AND PHONOGRAPH

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player. The matching S404 and S224 units may be stacked compactly to conserve desk space. Together, they form a complete and versatile sound system offering either communication or program facilities at the lowest cost.



Other RAULAND School Sound Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

RAULAND-BORG CORPORATION

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3535 Addison St., Dept. N, Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems.

We have _____ classrooms.

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School _____

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JOHNSON SUPER-BONDED PLASTIC TOPS

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Specify custom fabricated Johnson tops wherever mar-proof, protected surfaces are desired. Super-bonding is an exclusive lamination process for precision smoothness... longer life... complete sanitation. Available in Formica and other plastic materials... tremendous range of styles, designs.



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JOHNSON PLASTIC TOPS, INC.

Elgin 7, Illinois • Sherwood 1-0134
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For all-'round deodorizing...



ROUNDS

Fragrant, laborless
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bowls, garbage pails, lockers, closets

Deodoroma ROUNDS cost in use averages only a fraction of one cent a day. Rounds are formed under 70,000 pounds pressure: are dense and durable. Fragrance is locked in: lasts until the last particle has vaporized—there's no harsh "moth cake odor." Packed eight to the telescoping box—each Round sealed airtight—easy-to-shape Holzit wire holder in every box. For literature write to The C. B. Dolge Company, Westport, Conn.

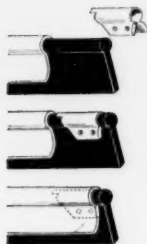
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MODEL 52 TOPS THEM ALL

• Guaranteed to be superior to any window squeegee on the market today.



• Two patented clips—one on each end of the channel holds rubber firmly—insures longer wear, better performance. Rubber can be replaced in seconds.

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* Neither Ettore Steccone nor his Company, Steccone Products Co., has any connection with Morse-Starrett Products Company.

COMFORT...

Make your own choice — but, whether it's an all steel seat (No. 101) — a contour molded plywood seat (No. 102) — or a luxurious, foam rubber cushioned, upholstered seat (No. 103) you are sure of the best in portable seating comfort.



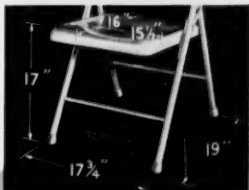
DURABILITY...

Man-handle this chair all you like. Rack it — bang it — jump on it! You've never tested one sturdier, more durable, or one so ready to withstand most any abuse you give it. Strong, tubular steel frames reinforced at seat pivot points, tubular leg braces, carbon steel pivot rods and frame strengtheners, and extra large hinge rivets are structural features that assure you the strongest, most durable folding chair ever!

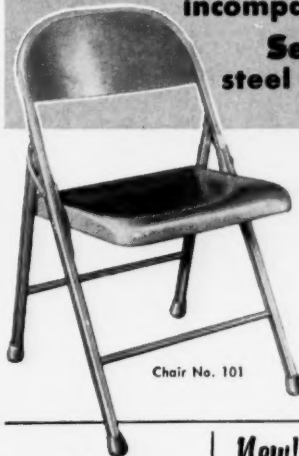


SIZE...

Here's full size seating comfort that requires relative small floor area. Adding to comfort, the form-fitting backrest is a full 8½" deep!



**You get all three in the
incomparable Krueger
Series 100
steel folding chairs!**



Chair No. 101

Series 100 Chairs are wall savers, too. When open, backrests do not touch wall to mar or scuff it. Chairs are handsomely finished with durable synthetic urea baked-on enamel in a choice of Beige, Mist Green, Carib Blue or Azure Grey.

POWERFUL NEW PLUNGER CLEARS CLOGGED TOILETS in a jiffy!



Clear messy, stuffed toilets
Cut maintenance costs with

TOILAFLEX

Toilet **ALL ANGLE** Plunger

Ordinary plungers don't seat properly. They permit compressed air and water to splash back. Thus you not only have a mess, but you lose the very pressure you need to clear the obstruction.

With "TOILAFLEX", expressly designed for toilets, no air or water can escape. The full pressure plows through the clogging mass and swishes it down. Can't miss!

Get a "TOILAFLEX" for your home too.
Positive insurance against stuffed toilet.

\$265

Fully
Guaranteed

Order from your Supplier of
Hardware or Janitor Supplies

- Double cup, double-pressure
- Tapered tail gives air-tight fit
- Designed to flex at any angle
- Centers, can't skid around

THE STEVENS-BURT CO., NEW BRUNSWICK, N. J.
A Division of The Water Master Company

CHAIR TRUCKS

Complete range of trucks for horizontal or vertical storage of chairs and tables. Demountable ends — Regular and under-stage models.

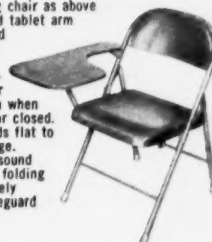


Write

—for latest
catalog
describing
complete
line.

New! TABLET ARM CHAIR

Tubular folding chair as above has a hardwood tablet arm rigidly mounted on a tubular steel support which automatically raises or lowers the arm when chair is open or closed. Tablet arm folds flat to chair for storage. Entire unit is sound and sturdy and folding mechanism safely designed to safeguard from injury.

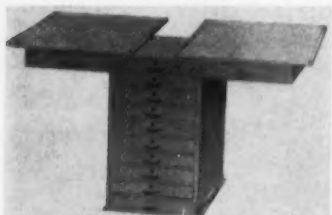


KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

Multi-Student Drawing Unit Keeps Floor Area Clear

The NL-1200 Flex-Master Multi-Student Drawing Unit is free-standing, keeping the



floor area clear for simplified maintenance. Horizontal storage space is provided for drawing boards, tools and other material for twelve students, and the unit is easily

accessible to two working students at a time. Maximum privacy and individual working freedom are provided in a minimum amount of space.

The new drawing table and cabinet combination interlocks with other units to provide maximum flexibility in room arrangements. Drawing tables may be attached to the right or left of cabinet units and are wood-topped with zinc-plated steel end cleats and adjustable pencil ledge. Stacor Equipment Co., 295 Emmet St., Newark 5, N.J.

For more details circle #758 on mailing card.

Playground Equipment Now Finished in Color

The complete line of Game-time playground equipment is now being finished in

color. The various devices are available in alternate blocks of red and white or blue and white while others are finished in three colors. The finish incorporates galvanizing to protect against both inside and outside rusting and a phosphate coating with a zinc chromate primer under high grade automotive enamel. Game-time, Inc., 208 Jonesville Rd., Litchfield, Mich.

For more details circle #759 on mailing card.

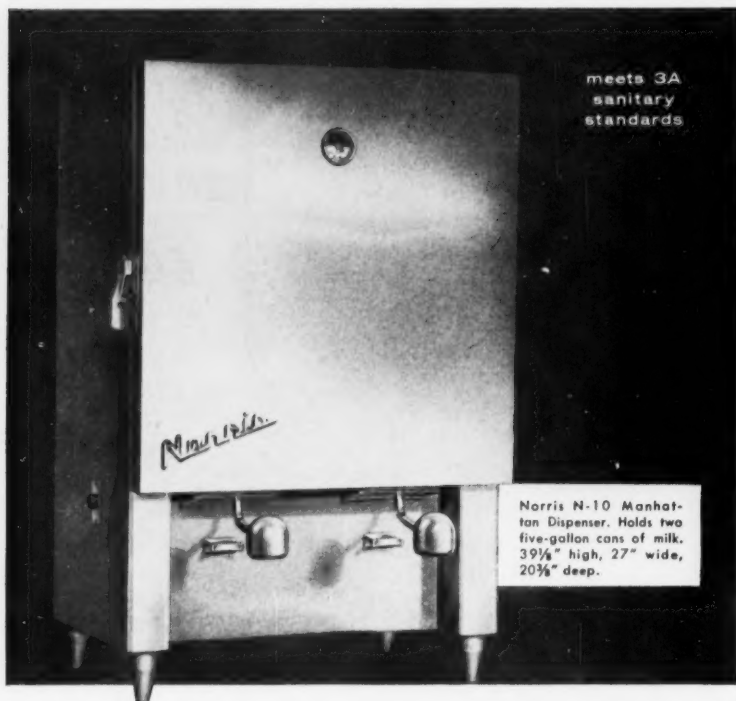
"Quick Silver" Photocopy Process for Economical Production

The production of one or a hundred copies of material can be quickly and economically handled with the new "Quick Silver" office photocopy process. It will reproduce every kind of original matter, including all colors, with photographic exactness. It is a new fast-development chemical-stabilized silver-photography process employing only a single sheet of sensitized paper to make a copy. A right-reading negative stat is obtained by a single pass through the machine. It may serve as the finished copy, or be used as a master to make any number of positive copies, then filed for



future use. Operation of the new machine can be easily mastered by any office worker in a matter of minutes. Peerless Photo Products, Inc., Shoreham, L.I., N.Y.

For more details circle #760 on mailing card.



Norris N-10 Manhattan Dispenser. Holds two five-gallon cans of milk. 39 1/4" high, 27" wide, 20 3/4" deep.

Faster service • Cleaner conditions with Norris Milk Dispensers

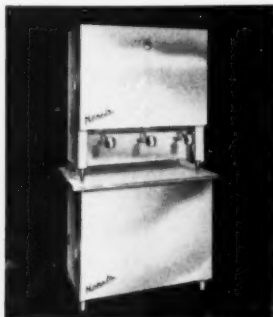
Norris Dispensers not only provide faster service in your lunchroom or cafeteria, but they eliminate messy cartons and bottles as well. And of course you know you are serving tastier milk—serving it the way it should be served, cold and aerated. There is a Norris Dispenser for every need . . . every type of milk serving. Ask your dairy.

After more than 10 years, over 95 percent of Norris Dispensers are still in use!



Norris
DISPENSERS INC.

MINNEAPOLIS 8, MINNESOTA



N-15 Manhattan Dispenser on N-15 Refrigerated Storage Stand. Each holds three five-gallon cans. 39 1/4" high, 37 1/2" wide, 17 1/2" deep. Stand is 34 1/4" high, 39 3/4" wide, 24" deep.

"Packaged" Offices Have Walls and Furniture

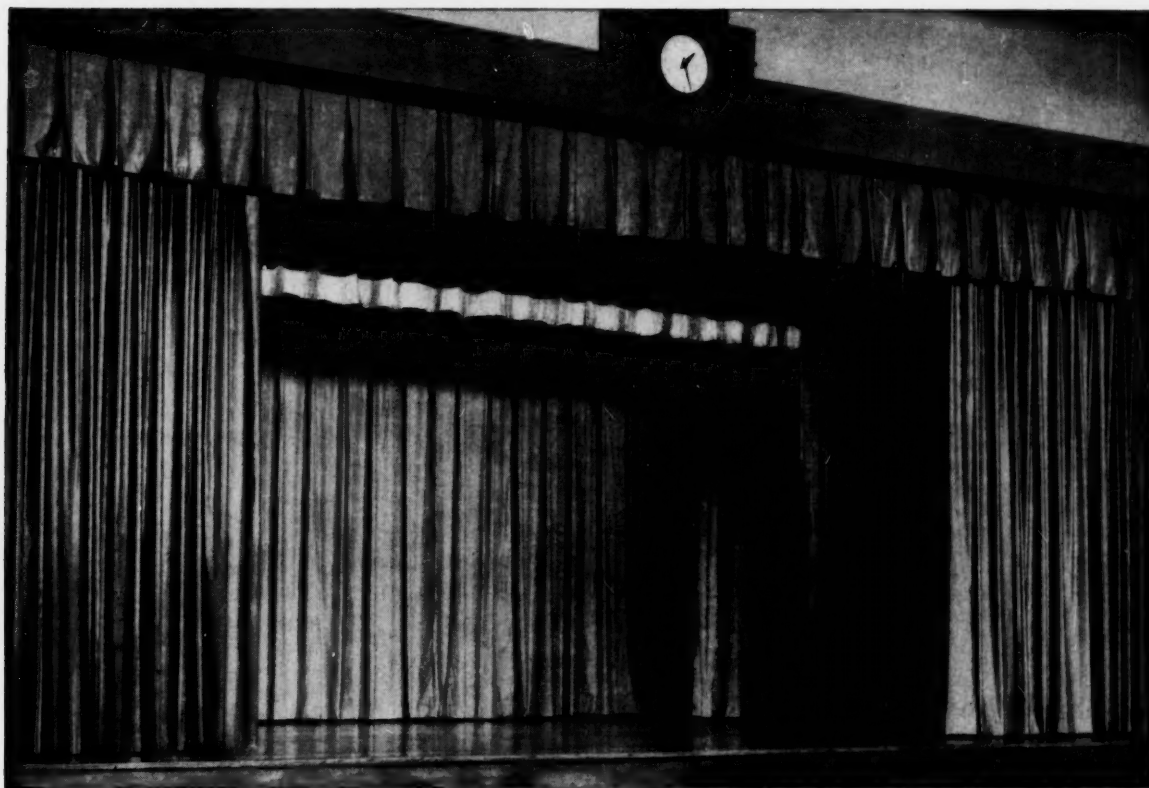
A cooperative merchandising agreement between Remington Rand Division, Sperry Rand Corporation, and the E. F. Hauserman Company permits the ordering of ready-to-use "packaged" offices. These combine furniture components from the new Aristocrat Modular furniture line introduced by Remington Rand with movable partitions of precision steel and glass construction in Hauserman's new Divider Wall System. Both furniture and wall components are built to the same module, permitting design combinations to suit individual requirements in minimum floor space. Changing office space requirements are easily accommodated by relocating partitions in a matter of minutes.

A practically unlimited variety of work units in Aristocrat Modular furniture is available in a selection of colors. These include desks with end panels, tables, credenzas, tops, file and storage cabinets. The Hauserman Divider Wall System is also available in a variety of compatible color combinations which integrate with the new furniture. Remington Rand Div., Sperry Rand, 315 Fourth Ave., New York 10, and E. F. Hauserman Co., 2100 Keith Bldg., Cleveland 15, Ohio.

For more details circle #761 on mailing card.

(Continued on page 214)

Improved by Du Pont research...



• Note the soft, sag-free draping of "Tontine" for the stage, above, in C. F. Brewer Junior High School, White Settlement, Texas, Independent School District. In service "Tontine" retains its original softness and color—shows superior tear and puncture resistance.

Now, soft, easy-to-care-for stage curtain materials in tear, puncture and flame-resistant vinyl coated fabrics

Perfected by Du Pont research, here are soft, rich-looking stage-draping materials offering maximum service life with minimum care. They're "Tontine" flame-resistant vinyl stage-curtain materials with balanced properties of softness, strength and finish. "Tontine" materials are strong for superior tear and puncture resistance, yet pliable for soft, graceful draping. Curtains of "Tontine" will not shrink or stretch and keep their original color and softness.

The surface is treated on both sides to resist dirt pickup, and "Tontine" cleans quickly with soap and water. It remains permanently flame-resistant...no re-treating necessary.

For your front stage curtains, wings and proscenium, "Tontine" is manufactured of vinyl-coated glass fabric with softly lustrous Jeweltone finish in five rich-looking colors. Select from bronze, beige, green, turquoise and red in Du Pont's Seine

pattern — a luxurious-textured boucle. For your cyclorama curtains Du Pont has developed "Tontine" flame-resistant vinyl cyclorama material of heavyweight cotton fabric in a dobby weave coated with vinyl for permanent flame resistance.

For free sample swatches and complete information on "Tontine" coated fabrics for your stage, mail the coupon or write: E. I. du Pont de Nemours & Co. (Inc.), Fabrics Div. NS-93A, Wilmington 98, Del.

Tontine®

Flame-resistant vinyl drapery material



Better Things for Better Living
...through Chemistry

Vol. 63, No. 3, March 1959

MAIL COUPON FOR FREE SAMPLE SWATCHES

E. I. du Pont de Nemours & Co. (Inc.), Fabrics Div.—Dept. NS-93A, Wilmington 98, Delaware.

Please send free sample swatches and complete data on "Tontine" stage curtain and cyclorama material.

Name _____ Position _____

School or Firm _____

Address _____

City _____ Zone _____ State _____

For additional information, use postcard facing Cover 3.

213

Electric "Table Top" Ranges in Heavy Duty Line

Five different range top combinations are offered in the new line of heavy duty elec-



tric "Table Top" ranges recently introduced by Toastmaster Division, McGraw-Edison Company. Designed to provide space-saving cooking sanitation, efficiency and economy, the new ranges are mounted on rugged tubular bases for clean, versatile kitchen arrangements. Each of the five units is 36 inches wide, 38 inches deep and has a standard cooking top surface height 36 inches from the floor. The "All-Purpose" unit is illustrated and all five are available in either standard Hammer-tone Gray baked enamel or optional stainless steel finish. Toastmaster Division, McGraw-Edison Company, Elgin, Ill.

For more details circle #762 on mailing card.

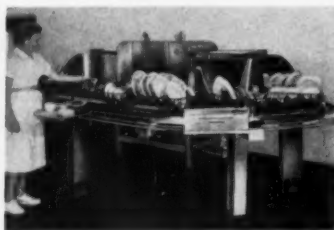
Woodvale Air Deodorant Sprays Odors Away

Odors are banished at the source when

the new Woodvale air deodorant-sanitizer is sprayed into a room. It may be sprayed into the air or directly onto fixtures in washrooms for effective deodorizing. Airborne bacteria are also reduced by the spray which is non-flammable and will not harm skin or stain surfaces. Woodvale is supplied in 16-ounce aerosol containers. J. I. Holcomb Mfg. Co., 1600 Barth Ave., Indianapolis 7, Ind.

For more details circle #763 on mailing card.

Automatic Conveyor Speeds Dish Washing



The Champion "Adamation" unit is a new concept in automatic dish washing. It permits flexibility in layout and operation while reducing handling and breakage. The "Adamation" unit incorporates a continuous, automatic dish rack conveyor system where soiled tableware can be unloaded directly from trays onto the plastisol coated racks. Soiled dish table space and handling can be dispensed with and the segregating of soiled dishes is unnecessary. The reduction in dish handling reduces breakage and the slowly moving continuous conveyor,

circular in design, facilitates efficient kitchen arrangement. **Champion Dish Washing Machine Co., Erie, Pa.**

For more details circle #764 on mailing card.

"Jr. Exec" Desk for Classroom Use

The Quadraline "Jr. Exec" Desk is a new type unit for classroom use. Shown with the 500 Series Chair, the comfortable unit is designed to encourage pupil interest. Right and left pedestals permit staggered seating, side-by-side seating and flexible group arrangements. The pedestal has a center shelf for notebooks, a recessed utility tray and a compartment for textbooks. In addition to the large work surface, freedom of movement and extra knee room provided in the "Jr. Exec," it has all of



the Quadraline features of rugged construction and attractive appearance. **American Desk Mfg. Co., Temple, Texas.**

For more details circle #765 on mailing card.

(Continued on page 216)

ARNCO

rings the bell for practical, low cost school wardrobes!

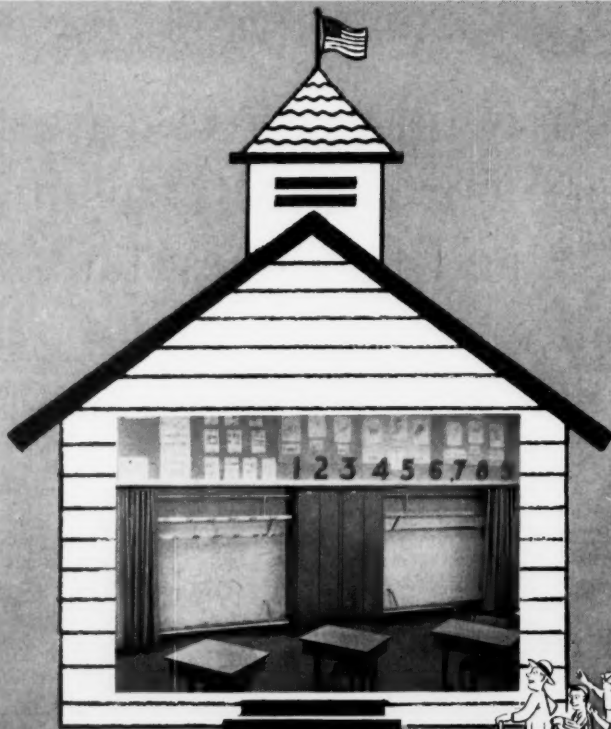
Here's a school wardrobe that has everything! Compact . . . easy to install . . . this good-looking hat and coat rack is finely engineered in non-peeling aluminite finish, lasts indefinitely. Furthermore . . . it becomes a marvelous space-saving unit when combined with the spacious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

From every angle . . . this convenient, durable, low-cost school wardrobe represents an unbeatable buy!

Write for folder.

A. R. NELSON CO., INC., 38-35 Crescent St., Long Island City 1, N.Y.

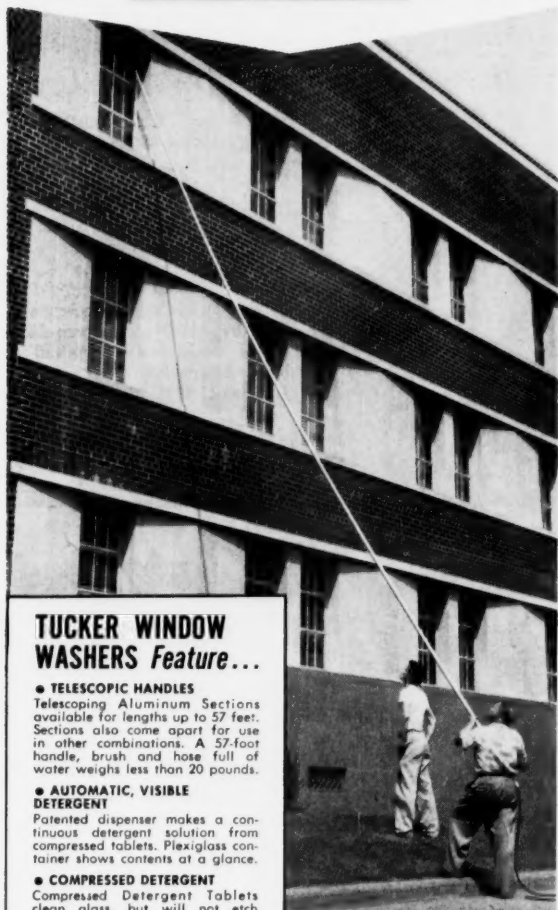
Write for cubicle circular on dressing and patient room enclosures.



NOW WASH WINDOWS

HIGH or LOW *FASTER AND SAFER*

with a Tucker Window Washer



TUCKER WINDOW WASHERS Feature...

● TELESCOPIC HANDLES

Telescoping Aluminum Sections available for lengths up to 57 feet. Sections also come apart for use in other combinations. A 57-foot handle, brush and hose full of water weighs less than 20 pounds.

● AUTOMATIC, VISIBLE DETERGENT

Patented dispenser makes a continuous detergent solution from compressed tablets. Plexiglass container shows contents at a glance.

● COMPRESSED DETERGENT

Compressed Detergent Tablets clean glass, but will not etch paint, stain stone or brickwork nor injure grass and shrubs.

● SPECIAL WINDOW BRUSHES

Wide flare brushes with Nylon edges and Polyurethane foam centers wash windows, edges and corners in one swipe.

ONLY TUCKER WINDOW WASHERS can show you how to save time and money in cleaning your inaccessible windows. Up to now, it was necessary to erect costly scaffolding. With a Tucker

window wand, it is a simple time and money-saving task to clean those windows . . . and by standing on terra firma. Tucker has customized units reaching to the fifth story. Most popular is the 42 foot . . . or third story assembly . . . It costs less than a hundred dollars . . . and weighs less than 17 pounds.

For Full Particulars and Prices . . . Write to . . .

TUCKER MANUFACTURING CO.
CEDAR RAPIDS, IOWA

NEW DIMENSIONS

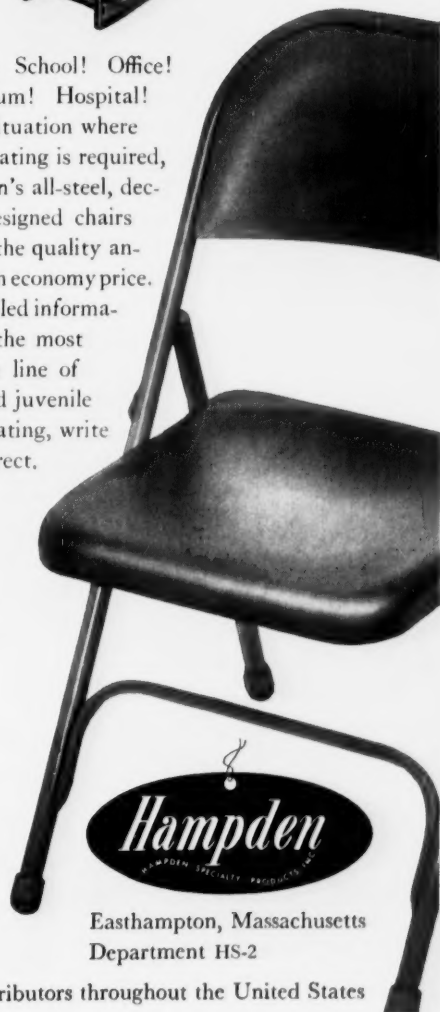
IN PUBLIC SEATING



Church! School! Office!
Auditorium! Hospital!

In any situation where public seating is required, Hampden's all-steel, decorator-designed chairs provide the quality answer at an economy price.

For detailed information on the most complete line of adult and juvenile public seating, write today direct.



Easthampton, Massachusetts
Department HS-2

Distributors throughout the United States

Vinyl-Clad Seat on Tubular Folding Chair

The all-steel tubular frame of the Durham No. 876 folding chair gives strength and rigidity. The extra large, curved 16 by 16-inch seat surface has deep sides and round corners for maximum comfort, and



the russet-brown vinyl-clad finish gives the appearance of leather. The finish is burn and marproof and does not change appearance with hard wear, even in outdoor use. It is easily cleaned by wiping with a damp cloth. The chair opens and folds with one motion and is sturdily constructed for heavy duty use. **Durham Mfg. Corp., Muncie, Ind.**

For more details circle #766 on mailing card.

Fluorescent Unit Line Fills Every Need

Every lighting need where even distribu-

tion and proper brightness are desired is supplied in the new LPI line of fluorescent lighting for schools, libraries and offices. Unlimited design and engineering benefits are offered in the units which may be surface or pendant-mounted, individually or in continuous lines. All units are either solid or luminous sides and pendant-mounted Versataires are available as either direct or indirect type in 24, 48 and 96-inch lengths and 12, 18 and 24-inch widths. Versataire units have an overall depth of only four inches. A rigid pre-formed louver frame provided with concealed hinges and locks accommodates six different diffusers thus providing practically any shielding requirement. All units are metal, finished baked white synthetic enamel, Underwriters Laboratories approved. **Lighting Products Inc., Highland Park, Ill.**

For more details circle #767 on mailing card.

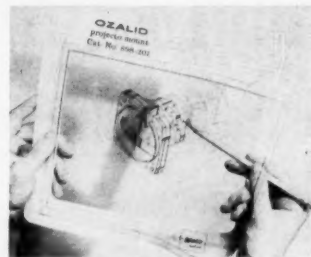
Electric Routers Spotlight Shop Work

Among the features introduced in the two new Stanley heavy-duty electric routers is a spotlight for illuminating the working area, thus eliminating eye-strain. Other features that make them particularly suited to school shop work is a safe switch-shaft lock with a three-position recessed switch that starts and stops the router and automatically locks the shaft. The H264 router has a speed of 23,000 rpm and the H267 has a speed of 27,000 rpm. Only one wrench is needed to change bits and cutters safely and a quick clamp with positive

hold allows a clamping lever to hold or release the motor in the router base with the flip of the finger. **The Stanley Works, 111 Elm St., New Britain, Conn.**

For more details circle #768 on mailing card.

Color Materials for Visual Aids



Projecto Foils are transparent, sensitized films available in a wide variety of colors for use in visual aids color projection. Quality color reproduction with a wide range of color effects are possible with the new materials offered in black, blue, red, orange, green, cyan, magenta, yellow, sepia and brown. Visual aid material is produced simply, with Projecto Foils, by a direct copy process with a translucent original. No darkroom facilities or liquid washers are required to form a durable positive transparency. **Ozalid Visual Aids Div., General Aniline & Film Corp., 21 Corliss Lane, Johnson City, N. Y.**

For more details circle #769 on mailing card.

(Continued on page 219)

THIS - - NOT THIS

**SAFETY IS NO ACCIDENT
with
CLOSED DECK
Vertical Front
ROLL-OUT GYM SEATS**

HUSSEY
SAFETY SEATING

Hussey seats are specifically engineered for safety. A vertical front is just one feature, but it prevents many knee and leg injuries. Also, children can't climb the front and mar the finish. It pays to be fussy — Specify Hussey.

Hussey Mfg. Co., Inc. 5920 R. R. Ave. North Berwick, Maine

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complete
line**

"The Quality Kind"
of Library Furniture

**Multiple Unit
Charging Desks**

... by Buckstaff

Flexible, to accommodate the smallest research library ... expandable, to handle the largest College or Municipal requirements. Fourteen basic Buckstaff units can be used in varying combinations to meet all requirements. Carefully matched-grain hard maple, and precise fittings, they're a base unit for the entire Buckstaff Line of Library Furniture.

Available in either autumn or natural maple. For complete literature on the entire Buckstaff Line of Library furniture, Cafeteria furniture and School furniture, contact your nearby Buckstaff Representative or write ...

BUCKSTAFF COMPANY SINCE 1882
OSHKOSH, WISCONSIN

A LECTURE IS ONLY AS GOOD AS IT SOUNDS!

and how it sounds depends
first on your P. A. Microphone

Don't let a poor Public Address
Microphone stand between your lec-
turers and your students—because
if what's being said is important,
it's important that the listeners hear
it... every word!

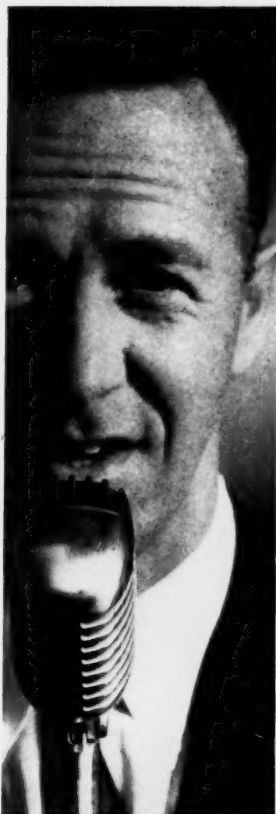
get the microphone that gets
the message across best... the

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FASTER AT LESS COST



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An Olson Conveyor System in beautiful
Garner Hall helps to feed more students
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diners... placed on the moving belt conveyor
at conveniently located loading stations... and
move *without further handling* into the separate
dishwashing room. The Olson System saves
bussing costs, insures faster turnover of diners
and quicker clean-up, and greatly reduces
dish breakage.

The gleaming, stainless steel Olson installation
complements the building's modern decor
beautifully. It's safe and sanitary...
fully-enclosed Olson conveyors and cabinets
are so easy to keep clean and bright.

This stream-lined Olson System puts
"production-line" efficiency into the dish-
handling operation. It eliminates sporadic dish
"pile up"... trays flow evenly to scrapping
table and the last soiled dish is washed within
minutes after the last diner leaves.

(All photos courtesy University of Illinois
Photography Department)

Send for Bulletin 1505—"Dish Handling Plans for
Cateries of Schools, Colleges and Universities"

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Over 50 years experience
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Folding Tables and other
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in the world selling fold-
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and Discounts**

Our catalogs are our only
salesmen. Our manufactur-
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are passed on to the or-
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we have served.

**All Steel
Folding Chairs**

Monroe-Approved
chairs in attrac-
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styles, sizes at
direct prices. Ex-
cel in comfort,
durability and
ease of handling.

**Transport Trucks
For Tables and Chairs**

Any room set up or cleared
in a jiffy. One man can do
it. For both moving and
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Portable Partitions

Panels in tubular steel
frames, on swivel glides or
casters. Life space convert-
ed to useful areas. Also
chalkboard finished, with
cork tack boards as shown.

**MONROE
No. 3
Deluxe
30x96 in.
30 in. high**

**Easily Seats 10
(5 on each side)**

Maximum seating capacity and comfort. Exclusive
MONROE folding steel pedestals eliminate knee in-
terference. Folds flat, 12 tables "stack" only 29
inches high. Ideal for multiple dining and recre-
ational activities. This model offered in 8 sizes,
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**Monroe Fold Lite
Utility Tables**

Conventional steel
folding legs, 16 sizes
from 32" x 32" up
to 3' x 10' and 4' x
8', special sizes to
order. Masonite and Ormaceel Blon-D tops.

Adjustable Height Folding Tables

Can be adjusted any height 20 to 30 inches. Fold-
ing pedestals or legs. No tools required. Will not
slip or collapse.

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Most modern staging choral groups, etc. Ruggedly
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ard settings or specials to order.

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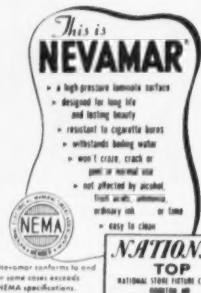
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NEVAMAR-SURFACED FOR LIFETIME SERVICE

This handy book cart provides two complete shelves for books as well as an upper shelf for general utility. It is accessible from both sides and moves quietly and without effort on 3-inch casters. It is surfaced with NEVAMAR high-pressure laminates, which resist stains, scars and scratches and never needs refinishing. It is 47½-in. long, 17¾-in. wide and 36 in. high. Available in Honey Maple or Platinum Oriental Walnut.



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of the National Line of
School Cabinets.



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reduces school
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PAYS FOR ITSELF

This mobile ladder truck saves 50% or more labor time. Used by hundreds of school districts for maintenance of lights; painting, washing, cleaning of windows, blinds, upper walls. Model M-6, shown, is for 7' to 14' overhead work.

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The KEYSTONE Standard Overhead Projector
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The Keystone Standard Overhead Projector is designed for the projection of Standard (3¼" x 4") Lantern Slides, Polaroid Slides, and Handmade Lantern Slides or, with appropriate accessories Tachistoscopes (4" x 7"), 2" or 2¼" Slides, Strip Film, and Microscopic Slides.

It is useful—

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Write for Further Information or a Demonstration by our Local Representative. KEYSTONE VIEW CO., Meadville, Pa. Since 1892, Producers of Superior Visual Aids.

Portable Vacuum Cleaner Contoured to Fit Back

The new model ST-59 Strapovac Vacuum Cleaner, of molded high impact casing with aluminum trim, is contoured to fit the back comfortably in carrying and weighs only ten pounds. It may be converted quickly to an easy-wheeling floor



model or powerful blower if desired and the one h.p. motor with Aero Cyclonic Action has strong suction power. A disposable paper bag inside the cloth filter bag permits constant air flow with no loss of suction until the bag is full. The versatile Strapovac has a variety of attachments for vacuuming all floors, carpets and walls in both crowded and open areas. The M. D. Stetson Co., 64 E. Brookline St., Boston 18.

For more details circle #770 on mailing card.

Sani-Snack Bar For Fast Service in Small Space

Complete fast food service in a compact unit requiring minimum space is offered to schools in the new Quick Serv Sani-Snack Bar. Using only 13 feet 6 inches by seven feet six inches of floor space, the Quick Serv Bar can handle a high volume of service for school lunch hours or special events. Even inexperienced help can serve hot and

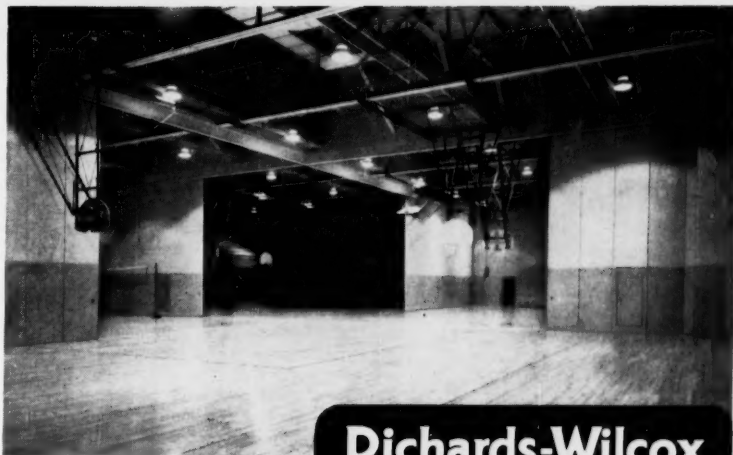


cold sandwiches, hot drinks, soft ice cream and soft drinks quickly and efficiently.

Included in the unit is a Sani-Serve soft ice cream freezer, Sani-Shake unit for serving shakes and malts, a syrup rail, three Edison hot food wells, a Fresh-O-Matic Sandwich machine, a salad refrigeration compartment, a Peruck soft drink dispenser for Coca Cola and a cabinet with three sinks. The bar is constructed of approved materials of highest quality with every machine designed for efficient operation with automatic performance built in. Installation is simple and the unit is easy to keep clean. General Equipment & Sales, Inc., 1348 Stadium Drive, Indianapolis, Ind.

For more details circle #771 on mailing card.

(Continued on page 220)



4-way R-W "Folded-R-Way" Partition
Janesville, Wisconsin Senior High School
Law, Law, Potter and Nystrom, Architects

Richards-Wilcox Folded-R-Way FOLDING PARTITIONS

★ GYMNASIUMS
★ AUDITORIUMS
★ CLASSROOMS



R-W Aluminum "Folded-R-Way" Partition
West Senior High School, Aurora, Illinois
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Deluxe veneered R-W Partition with chalkboard
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R-W "Folded-R-Way" classroom divider
Grace McWayne School, Batavia, Illinois
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R-W Folding Partitions effectively and economically solve the problem of dividing space and allow you to efficiently utilize every available foot of valuable floor space. Ideal for dividing gymnasiums, auditoriums and classrooms to meet the changing needs of various sized groups. R-W sound insulated Folding Partitions can be furnished in all types and combinations of wood, vinyl, metal or duck covering to meet your decorating plan. Available in a type and size to meet almost any conceivable situation . . . manually or electrically operated.

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NOTE . . . R-W also manufactures a complete line of top-quality Wardrobes for schools, churches and institutions. Write today for complete information.

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"SCHOOL EQUIPMENT DIVISION"



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Literature and Services

• A comprehensive 28-page catalog of **Kem Tech Furniture** for science teaching is presented by the Kewaunee Mfg. Co., Adrian, Mich. Helpful descriptive information with illustrations, construction features and information on accessories is given on all items in the complete line of Science Furniture. Photographs and line drawings give details of the equipment and the catalog carries suggested floor plans for various teaching laboratories.

For more details circle #772 on mailing card.

• A 28-page publication prepared by Central Scientific Co., 1700 Irving Park Rd., Chicago 13, gives factual information on **Laboratory Apparatus for Secondary School Chemistry**. **Bulletin HSC-8** is designed to help chemistry teachers select the necessary apparatus and supplies for modern courses in secondary school chemistry.

For more details circle #773 on mailing card.

• **Catalog No. Z1-02** is a Manual on the **FAC Universal Construction System** supplying experimental or working models of machines. Designed for teaching and for trying out alternative solutions to mechanical problems, the models are capable of performing the same kind of work as the full-scale machines. The 78-page manual, available from FAC Division, Overseas Commendex Corp., 9551 Grand River Ave., Detroit 4, Mich. at one dollar per copy, pictures and carefully describes every versatile, high-quality component in the line which permits innumerable combinations.

For more details circle #774 on mailing card.

• **Penco Steel Storage and Wardrobe Cabinets** are described and illustrated in **Bulletin B-50** available from the Penco Metal Products Div., Alan Wood Steel Co., 200 Brower Ave., Oaks, Pa.

For more details circle #775 on mailing card.

• **Bulletin ESL-2047** illustrates how steel equipment and "storage engineering" are teamed up to help school planners provide adequate storage facilities. Prepared by the Berger Division, Republic Steel Corp., 1038 Belden Ave. N.E., Canton 5, Ohio, the 4-page illustrated brochure stresses the advantages offered by the advice of experts on school storage equipment when planning expansion of a school system, whether new construction or remodeling. Ready-to-install steel units such as shelving, closets, cabinets, lockers, book cases, desks, home making and shop equipment are illustrated and described.

For more details circle #776 on mailing card.

• "**Lighting the Modern Stage**" is the title of a 28-page manual for architects, engineers, administrators, drama directors and others concerned with this phase of school planning. Prepared by Ariel Davis Mfg. Co., 3687 S. State St., Salt Lake City 15, Utah, as a guide to planning and designing modern installations, the handbook is divided into two sections and carries many specially prepared illustrations. The first section covers "Planning the Auditorium and Stage" and the second is devoted to "Lighting the Stage." The book carries a price of 50 cents but copies will be sent free to school officials and architects.

For more details circle #777 on mailing card.

• A free assortment of **Nabisco Institutional Varieties** in individual service packets is available to institutional food buyers from National Biscuit Co., 425 Park Ave., New York 22, on request. Service suggestions, cost per serving, package descriptions and other data are included in a booklet, "The Best Food Deserves the Finest Crackers," which is included with the sample assortment.

For more details circle #778 on mailing card.

• The new and advanced "**Type SA Fire Alarm System for Better School Protection**" is described with illustrations indicating operation, in a comprehensive folder offered by The Autocall Company, Shelby, Ohio. The Autocall system features double supervision which automatically causes a trouble bell to ring in the event of any kind of failure or interruption in either the primary alarm or extra supervision circuit. Other features described are automatic reset, automatic fire department summons, heat-actuated alarm devices, cadence-coded alarm signals, a lighted hall feature and provisions for easy expansion of the system with additions to the school.

For more details circle #779 on mailing card.

• Accurate selection of central station air conditioning units from two new Weather-maker lines for conventional and multi-zone applications is facilitated with the new 72-page **Central Station Weather-maker Catalog No. 39ACW-55** issued by Carrier Corp., Syracuse 1, N.Y. All engineering data are contained in the handbook with performance curves and rating tables.

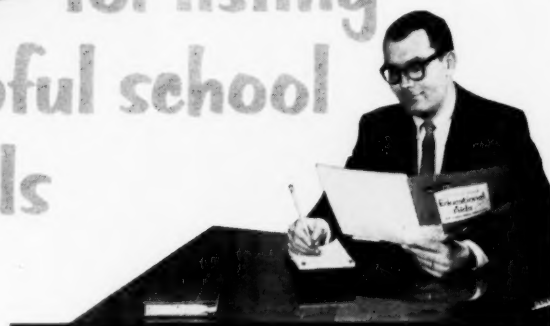
For more details circle #780 on mailing card.

(Continued on page 222)



Send coupon for listing of helpful school music materials

Conn has been a part of school music programs since their inception in 1923. Throughout this time, we have maintained a complete library of music education materials for use with students from Kindergarten to University . . . in addition to producing musical instruments specifically designed for students. Those who are interested in the development or improvement of their school music departments are cordially invited to send this coupon.



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Please send without charge your catalog of educational music aids.

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A complete line of school furniture in future tense! You'll notice a marked improvement in working conditions with a unit like the "Jr. Exec" shown with Series 500 Chair. A counterpart of adult working facilities, it's generous with work space—economical with space requirements! A rugged, well-balanced unit... easily adapted to changing class needs. Permits grouping, side-by-side or staggered seating arrangements.

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Pans

Aluminum
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603 Different Kinds and Sizes



Angel Food	Dish	Pudding
Bake	Display	Refrigerator
Biscuit	Fry	Removable
Bun	Individual	Bottom
Bread	Patty	Roast
Cake	Meat Loaf	Sauce
Cheese	Muffin	Saute
Counter	Omelet Fry	Steam Table
Crepe Suzette	Patty	Tea Cake
Cup Cake	Pie	Veal Loaf

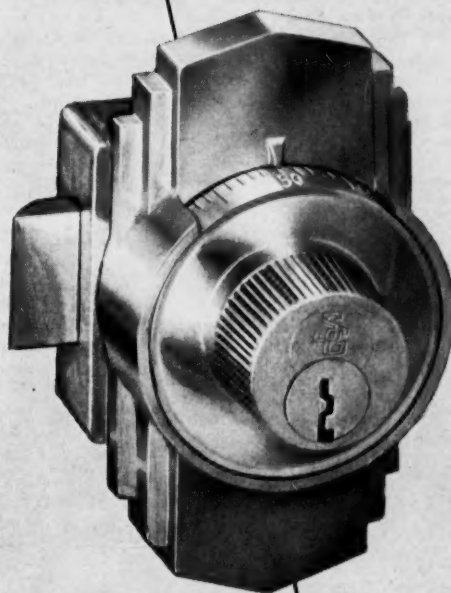
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What's
HAPPENING
to
School Lockers



A new locker lock by Sargent & Greenleaf, Inc., who for over a century has spoken to its vast trade in government, institutions, and commerce in terms of security and fine quality. For security and durability are the keynotes of a good, dependable lock.

The value of this know-how cannot be over-estimated in terms of durability, security, function and operation. Compare any lock with the new S/G 8020 locker lock features shown on the check list below. We know you'll agree, the S/G 8020 will become the standard by which other makes will be measured.

... And perhaps the best news of all—The S/G 8020 COSTS NO MORE than other makes now in use.

- △ Spy-proof dial minimizes expensive claims of theft.
- △ Combinations may be changed frequently and quickly without opening the door or disassembling the lock.
- △ Screw assembly (no rivets) means maintenance on the spot.
- △ Locker may be locked or latched at option of user.



Produced By
SARGENT & GREENLEAF, INC.
Rochester 21, New York.



• **Kinnear Rolling Doors** are the subject of **Bulletin No. 101** published by The Kinnear Mfg. Co., 820 Fields Ave., Columbus 16, Ohio. The various types of rolling doors offered by the company, with descriptive information on their construction, parts, operation and installation, are discussed in the 28-page catalog, with drawings and photographs illustrating the points made. A page is devoted to the general features of the doors, which include quick, easy operation, space saving, maximum safety and durability, fire and general protection, and economy of installation with neat, attractive appearance.

For more details circle #781 on mailing card.

• Photographs of 42 different woodworking operations that can be performed on a **Delta Radial Saw** are shown in a new 12-page catalog available from the Delta Power Tool Division, Rockwell Mfg. Co., 498 N. Lexington Ave., Pittsburgh 8, Pa. The catalog is a practical educational guide for the school setting up or adding to a woodworking shop and has 85 pictures of tool operations, with descriptive information on two Delta radial saws and accessories.

For more details circle #782 on mailing card.

• A quick reference list of filmstrips coordinated with curriculum is available in the **1958-59 Catalog of Instructional Materials** available from The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich. More than 700 filmstrips in 15 curriculum areas are listed, indexed by grade level and subject areas.

For more details circle #783 on mailing card.

• Full color illustrations showing **American Bridge Modular Schools** already in use, with attractive color shots of a series of interiors, are part of a 20-page brochure released by American Bridge Division, United States Steel Corp., 525 Wm. Penn Place, Pittsburgh 30, Pa. Design and construction advantages of these flexible, quickly erected, modular schools are discussed. Illustrations also include drawings showing the structural frame and steel roof deck construction, charts on utilization of structural framing components, color plates of exterior panels available in a variety of porcelain enamel and baked enamel finishes, quality accessories, space utilization and test performance data.

For more details circle #784 on mailing card.

• **"Four New Systems of Food Service"** are the subject of an informative 46-page catalog published by Lincoln Mfg. Co., Inc., P. O. Box 2313, Fort Wayne, Ind. Discussion of the new concept in centralized food preparation and remote food service employing four versatile, efficient systems for food, dish and tray storage, transportation and service is supplemented by full descriptive information and photographs of the **Stor-A-Teria**, **Port-A-Teria**, **Add-A-Teria** and **Speed-A-Teria** and their various components.

For more details circle #785 on mailing card.

• Detailed information on **Series 401 Pneumatic Spreader Coal Stokers** manufactured by Iron Fireman Mfg. Co., 3170 W. 106th St., Cleveland 11, Ohio, is presented in a revised 12-page booklet.

For more details circle #786 on mailing card.

• The attractive 40th anniversary **Filmstrip Catalog** published by Society for Visual Education, Inc., 1345 W. Diversey Pkwy., Chicago 14, carries illustrations in color and black and white. A comprehensive digest of the booklet, "Teaching With a Filmstrip," is presented in the catalog together with listings of filmstrips in all educational categories. In addition to the filmstrips cataloged, the booklet lists the complete educational record libraries of RCA Victor and Columbia Records.

For more details circle #787 on mailing card.

• A folder released by Nissen Trampoline Co., 200 A Ave., N.W., Cedar Rapids, Iowa, gives a simple outline of rules to follow in conducting Trampoline Clinics. Entitled **"Clinic Tips"**, the folder discusses what can be gained from clinics.

For more details circle #788 on mailing card.

• The line of **Educators Classroom Furniture**, described as "first in functional design," is presented in detail in the catalog recently released by Educators Mfg. Co., 721 E. 25th St., Tacoma, Wash. Descriptive information, photographs and general specifications on the desks, chairs, tables, cabinets and library furniture are included.

For more details circle #789 on mailing card.

• Full descriptive details on the **Seal 5-second dry mounting system**, with each step explained and illustrated, are given in a booklet available from Seal Inc., Shelton, Conn. Entitled **"Modern Mounting by the Dry Mounting Process"**, the 10-page book also describes the Seal Dry Mounting Press.

For more details circle #790 on mailing card.

(Continued on page 224)

THE MARK OF QUALITY



**ask your architect about
WARDROBEdoor**



**chalkboard glides up --
reveals wardrobe clear for student traffic**

WARDROBEdoor saves costly space, makes wall do double work. Provides firm mounting for one-piece chalkboard with chalkrail or for tackboard. Easily raised to reveal ample wardrobe, free of obstructing doors and pivots. Students can file past smoothly. Teacher has full visibility and control. Flexible wardrobe arrangements available, choice of door panels. Typical 10' x 6' unit for 40 students, only \$240 f.o.b. Rockford, Illinois.

BARBER-COLMAN COMPANY
Dept. NS93, Rockford, Illinois, U.S.A.



FOLDER designed for school administrators gives details you need. Write for free copy. Give your architect's name and address, and we'll send him a copy, too, with your compliments.



MOBILITY means CONVENIENCE

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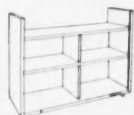
Easy to clean, stainless steel bowl, all corners fully rounded for safety, mounted on heavy-duty rubber casters.



UTILITY CART



TOY SHELL
TOY CART



BOOK CART


GRADE-AID mobile classroom units are of sturdy, all steel construction. Heavy-duty swivel casters and non-marking rubber bumpers make these units practical, flexible space savers . . . an asset to any classroom.

Write for the NEW 1958-59 catalog illustrating the entire GRADE-AID line.

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- ★ Saves time!
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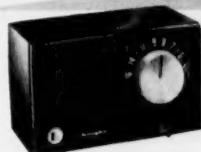
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Popular 5-tube superhet radio project. Thousands used in shop training. Teaches radio construction. Complete with cabinet.

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Exciting school project; tunes world-wide short wave as well as broadcast. Packed with interesting features.

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See our catalog for many other fine Knight-Kits

12-in-One Electronic Lab Kit

Widely used by schools for instruction in electronics. Performs 12 separate experiments with only a simple wiring change required for each project (components, once mounted, need not be disassembled). Projects are: receiver, amplifier, "broadcaster", code oscillator, flasher, timer, transmitter, electronic relays, etc. With all parts, including relay, photocell, microphone. Shpg. wt., 3 1/2 lbs.

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1959 CATALOG

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- Quality finishing



1400-X Desk and Chair Unit. Two-tone finish: Panels available in either blue or coral.

A complete line of classroom seating.



WILLIAMS & BROWER, INC.

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30 YEARS OF DEPENDABLE SERVICE

• **"Visualization Made Easier"** is the title of a 32-page booklet available from Chart-Pak, Inc., Leeds, Mass. The booklet describes over 550 pressure-sensitive tapes of many sizes, colors and patterns designed to speed the making of graphs, charts, slides and other material, with directions for making layouts, organization charts and flow charts. Information is also given on grid sheets made of DuPont Mylar and the new Chart-Pak "Tape-Pens."

For more details circle #791 on mailing card.

• **"The BTC Chair"** that folds or opens with one-hand operation, has a built-in handle for ease of handling and is completely modern in design and appearance is the subject of a 16-page booklet published by The Brewer-Titchener Corp., Cortland, N.Y. In addition to specifications on the various models, color photographs illustrate the beauty of line and materials in the various new models available.

For more details circle #792 on mailing card.

• The impressive, comprehensive **Floodlight Catalog 320** prepared by Crouse-Hinds Co., Syracuse 1, N. Y., is completely new and designed for easy selection of the proper floodlight for the particular need. Colored divider sheets carry individual Tables of Contents and the plastic covered board cover is printed in four colors. The loose-leaf arrangement permits adding information later, but the catalog as presented, with fourteen divisions to cover every classification, is complete, including sections on "How to Select Floodlights" and "Mercury Vapor Floodlights."

For more details circle #793 on mailing card.

Film Releases

"The Alphabet Conspiracy," one-hour Science Series colorcast sponsored by Bell Telephone companies on the science of linguistics, available on 16mm color film to schools following January 26 nationwide television showing, through local Bell Telephone offices.

For more details circle #794 on mailing card.

"Date With Liberty," 20-min. 16mm sound black and white motion picture based on the book, "Almanac of Liberty," by Justice William O. Douglas of the Supreme Court of the United States, in five sequences: "The Right to Confront Witnesses," "A Martyr to Freedom of the Press," "A Mob and a Fair Trial," "A vote for a Clear Conscience" and "The Right of Loyal Opposition," of interest to adult groups as well as for classroom teaching. Syd Cassyd, 917 S. Tremaine Ave., Los Angeles 19, Calif.

For more details circle #795 on mailing card.

"The Race for Space," black and white filmstrip on current embryo steps in space travel, and "The American Economy," black and white filmstrip on the elements that have made the United States a rich nation and the role of the U.S. economy in world affairs. The New York Times, Office of Educational Activities, 229 W. 43rd St., New York 36.

For more details circle #796 on mailing card.

"The American Revolution, a Picture History," series of six filmstrips in color entitled "Causes of the Revolution," "The

War From Lexington to Princeton," "The Declaration of Independence," "The War From Saratoga to Valley Forge," "The War at Sea," and "The War in the South," reproducing contemporary paintings, engravings and prints, each filmstrip averaging over 50 frames, with review questions. American Heritage and Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #797 on mailing card.

"An Introduction to Rubber," 53-frame filmstrip for social studies and science classes, grades five to nine, tells the story of rubber from the plantation to the finished product, with 6-page Teachers Guide. U. S. Rubber Co., Public Relations Dept., 1230 Ave. of the Americas, New York 20.

For more details circle #798 on mailing card.

"Explorer in Space," 10-min. documentary film of successful satellite launching. "A Tale of Two Cities," 41 frames; "Oliver Twist," 31 frames; "Great Expectations," 38 frames; "Hamlet," 40 frames, and "Henry V," literature, with teaching guides or handbooks. United World Films, Inc., 1445 Park Ave., New York 29.

For more details circle #799 on mailing card.

Supplier's News

Grade-Aid Corporation is the new corporate name of the firm presently known as School Equipment Manufacturing Corporation, 46 Bridge St., Nashua, New Hampshire, manufacturer of Grade-Aid all-steel modular classroom equipment.

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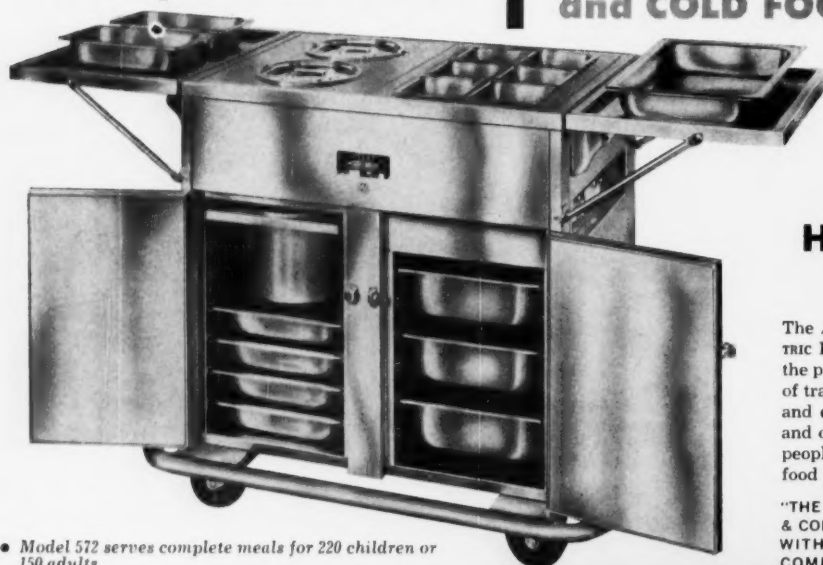
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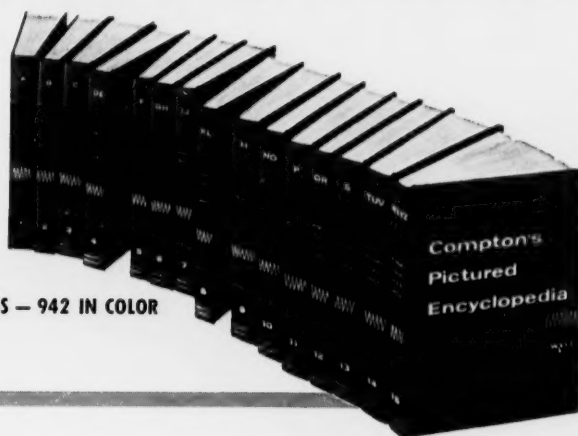
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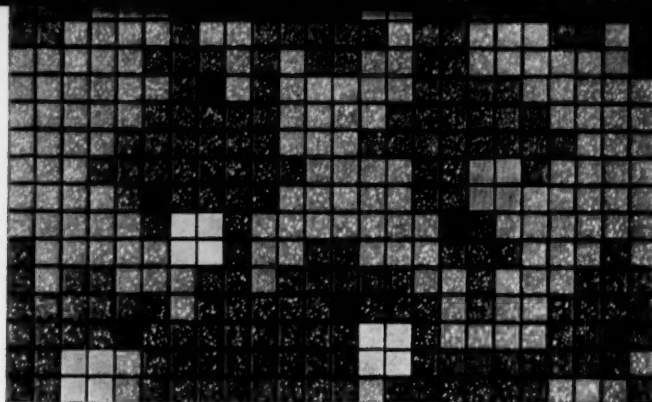
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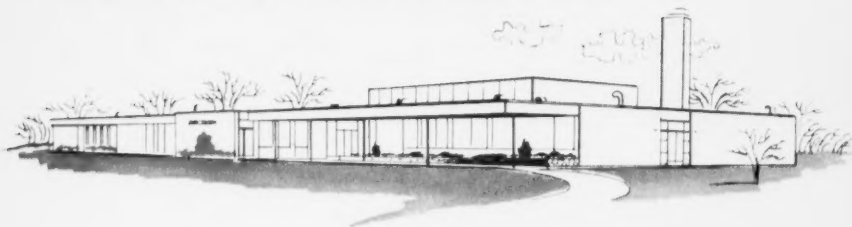
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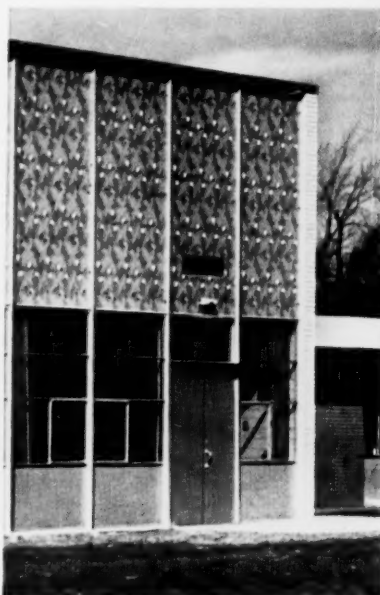


Plate No. 1057

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Brownstown Township, Michigan

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Detroit, Michigan

Tile Contractor:
MICHIGAN TILE & MARBLE CO.
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